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ABSTRACT

The Bronson Settlement is a court ordered desegregation plan handed down in 1984 for the public schools of Cincinnati, Ohio. During the first three years of the plan the school system has undergone major changes in its leadership. This annual report for 1986-1987 evaluates the progress of the settlement and calls for the maximization of efforts to implement the plan fully. Problems and issues which must be considered are the following: (1) district personnel who are unfamiliar with the community; (2) lack of clarity of goals and the means to attain them; (3) paralysis of decision making; (4) incomplete long-range planning; (5) justification of financial allocations; (6) insufficient action to eliminate racial isolation; and (7) uniform application of evaluation procedures. Some elements of the plan, such as open enrollment and staff racial balance, have been partially successful. Descriptions and evaluations for the alternative education programs are included. (VM)

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BRONSON SETTLEMENT

1986-87

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THE BRONSON SETTLEMENT REVIEW

YEAR THREE 1986-87

Report of the Facilitator

Robert W. Evans, Ph.D.

Ronald H.Nieman, Evaluator

December, 1987

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BRONSON SETTLEMENT

1986-87

INTRODUCTION

The Settlement Agreement in the litigation styled Bronson v. Board of Education in Cincinnati is unique in the annals of desegregation remedies to be found in the United States. This resolution, which followed ten years of court involvement and two separate filings, provides an opportunity to signal new directions for urban school districts. An especially interesting aspect of the Agreement is the freedom it gives the district to determine the means to be used in reducing racial isolation (see Appendix A).

Part of the duties of the Facilitator as provided under that Agreement, call for the filing of timely reports with the Court and the Parties on progress, including recommendations on any steps needed to assist in effective performance. The Facilitator has refrained from comment in past reports, providing instead a simple accounting of the efforts and progress of the district. However, since the district is now at the midpoint of the Agreement, and there are fewer new years than past years, this report will contain more evaluative comment. The intent is to evoke a greater sense of urgency in some quarters as opportunities begin to come to an end.

A primary issue concerns the direction and leadership of the district. Now, as the Bronson Settlement enters its fourth year, it has at its helm its third superintendent. Fortunately, all are or have been highly committed to the successful completion of the Settlement. It bears noting, however, that from this vantage point some sense of continuity has been lost as different persons have assumed the top leadership role. Dr. Jacobs was intimately involved in all aspects of the Deal and Bronson litigations. His were the views that shaped the initial efforts of the district in beginning its path to compliance. Subsequent superintendents have had less knowledge of the history and expectations for the final outcomes, and unfortunately, could not construct the opportunities in the same way as Dr. Jacobs.

The current superintendent, whose knowledge, skill, and commitment are beyond question, has had to learn the community as well as assimilate all of the other problems of the district during her initial time here. By choice, the district is currently undergoing a major reorganization of its top level management. Of the six major positions under the superintendent which have been filled to this point, three are by persons from outside the Cincinnati Public School District. It will, again, take some time for these persons to "Get up to speed" and provide the knowledgeable leadership necessary to maximize Bronson opportunities.

The pace of the reorganization has been measured at best. While the adage, haste makes waste, is indeed true, the effect of the reorganization over time has been to abet a paralysis of decision making. The decision-making process, at least as it applies to conceptual Bronson planning, began to slow appreciably with the work of the Board on a long range plan. A combination of "Let's wait and see what the long range plan says," during the 1986-87 school year and the current uncertainty with "Who will occupy what positions?" has resulted in a definite loss of momentum as applies to Bronson remedies.

Pursuant to his role, the Facilitator has, over time, suggested the need for a destination descriptor and a road map for achieving that destination. It was believed that the long range plan would meet those needs. Early in the process, Board of Education members met with the Communitywide Task Force and assured that group that Bronson was, if not the major goal, an important goal outcome of the effort (Ref. Appendix J-154, 1985-86 Bronson Settlement Report) [Communitywide Task Force Minutes]. The reaction report released by the subcommittee (see Appendix B) had a guesstimate of the Taeuber Index effects as parts of the various components. This served to generate a good deal of heat, but little light in the subsequent hearings.

The final Long Range Plan offers little in terms of describing what the district should look like in 1991 at the completion of Bronson, or in 1996, or the year 2001 (see Appendix C). Other than restating the need to reduce racial isolation, it does not address Bronson in any substantive way. Concerns raised by the Communitywide Task Force before the Board were essentially unanswered.

The question in the eyes of the Facilitator remains, "How will we know when we get there if we don´t know what it looks like?" If Taeuber is an end in itself, this may not be an important question. But if it is a means to a stronger, more powerful and receptive school system that provides quality integrated education for all, it needs to be addressed.

Another concern is the unresolved accounting for Bronson dollars. The whole issue of desegregation costs seems to boggle the best minds. Justification of an expenditure for or against desegregation seems to be like beauty, i.e., in the eye of the beholder. Since the first days of the Settlement, the district has maintained that the Bronson dollars become co-mingled with general fund except for the set-asides, such as Low Achieving Schools. It appears, however, that some 1.6 million dollars of Bronson funds have been earmarked for the "At Risk" Computer Program and the "At Risk" Demonstration Schools. It would appear that before Bronson dollars were committed, a study would have been conducted to demonstrate the correlation of at risk and racial isolation. Since the total available Bronson dollars are less than five million a year for the duration of the Settlement, it hardly seems worth the community´s questioning and potential ill will that was generated by spending these monies on what is at best a side issue of the question of racial isolation.

The issue of isolation within building or program is yet another issue that remains to be addressed as we move into the fourth year of the Settlement. A draft of a procedure to address this issue exists, but the necessary decisions have not been made and seemingly will await the appointment of new persons before action is taken. If the procedure is appropriate, this may not pose a problem; if not, however, a great deal of time has been lost.

Unfortunately, several other areas are similarly situated, i.e., extra-curriculars, racially isolated existing alternatives, unbiased tests and policies. One probable reason for the delayed attention is that no one person in the district´s organization has been in charge of the "Bronson Issues." One office collects data, another oversees, another recommends, but none has authority to put all of the functions together and execute the needed steps. We have been told, and remain hopeful, that the reorganization will remedy this situation when it is finally in place.

The report that follows focuses upon the nine sections of the Settlement Agreement that each require some direct action by the district. It seems a popularly held belief by some that the only applicable success criterion for the district is their compliance with the Taeuber Index levels for elementary, junior, and senior high school. It seems equally believed by others, however, that the district must satisfactorily address all of the provisions in each of the nine sections. The Facilitator´s Report has attempted to examine the areas of disagreement and indicate where possible oversight or misinterpretation may be occurring. It also discusses other areas where all Parties agree that satisfactory progress is being demonstrated.

BRONSON SETTLEMENT

Annual Report of the Facilitator

1986-87

1. Taeuber Index

During the first three years of the Settlement Agreement, 1984-1987, the Taeuber Index showed a strong, steady decline each year except for the singular exception of the senior high level for 1986-87. That group's 1.9 rise last year was explainable because of internal shifts of junior high ninth grade pupils (predominately black) to Taft High School, which was changed from a grade 10-12 organization to 9-12.

During the first two years of the Settlement, the Facilitator observed that the Cincinnati Public School administration placed high priority on planning and accommodating expanded alternative and open enrollment opportunities. Such was not the case, however, during 1986-87.

Last year, the first four pages of the 1985-86 Annual Report of the Facilitator were devoted to an explanation of the dependence of the Taeuber Index upon various actions or non-actions of both the community and the district. Although this was criticized by some as an exercise in explaining the obvious, it was felt that it was important to document the concerns and outline the then current status of planning. Unfortunately, the gentle proddings of last year's report were unheeded, and the necessary research, planning, and funding for new alternatives never became a reality.

It should be understood by all that the Taeuber Index is a statistical tool being utilized to describe the overall levels of racial mix within the district. If a student transfers from one "white" school to another school that is also "white," there is no impact upon the index regardless whether that child is black or white. The converse is obviously true. Another important point to bear in mind is that a school is considered either "black" or "white" depending upon which racial percentage of that school is higher than the systemwide average percentage. Therefore, a "white" school can be more than 50% black according to the requisite parameters of statistical calculations for the Taeuber Index, since the system average is about 57% black.

Increased alternative enrollment per se, therefore, does not necessarily mean improvement will be shown in the Taeuber Index. Improvement comes about only when a black student from a black school transfers to a white school, or a white student from a white school transfers to a black school. (The chart on the following page which defines and explains terms used in association with the Taeuber may prove helpful as a reference.)

It is without much surprise then, that the Taeuber Index for 1987-88, shown in Table 1, indicates only modest improvement, despite the approximately 600 additional alternative enrollees. For the first time since the Bronson suit was filed (May, 1974), a category of the index rose in two consecutive years. For the first time since signing the Agreement, the district has not met or exceeded the unofficial pro rata decline needed to meet the elementary level. For the first time since the alternative school concept was instituted in Cincinnati, there is almost no automatic expansion of existing alternatives for the next year, 1988-89; indeed, only one grade each at Cheviot and Mt. Washington can be added. For the first time in many years, there are no consolidations or reorganizations being discussed publicly.

The significance of any one of the above can be debated; the message conveyed by the total paints a picture of complacent belief that new initiatives are unnecessary. Clearly, there is a need for the district to focus new and revitalized thinking upon the methods that will be used to reduce racial isolation to the levels stipulated in the Agreement.

DEFINITION OF TERMS REGARDING THE TAEUBER INDEX

TERM	DEFINITION
Taeuber Index	The statistical measure of racial integration in our school system. Use of this index is mandated by the 1984 Bronson Settlement Agreement.
Black School	Any school in which the percentage of black students is higher than the systemwide percentage of black students at that level (elementary, junior/middle, or senior high).
White School	Any school in which the percentage of black students is lower than the systemwide percentage of black students at that level.
Students Who Decrease the Taeuber Index	Students who transfer between schools according to one of the following patterns: (a) Black students who transfer from a black school to a white school. (b) White students who transfer from a white school to a black school.*
Students Who Have No Effect On the Taeuber Index	Students who transfer between schools according to one of the following patterns: (a) Black students who transfer from one black school to another black school or from one white school to another white school. (b) White students who transfer from one black school to another black school or from one white school to another white school.
Students Who Increase the Taeuber Index	Students who transfer between schools according to one of the following patterns: (a) Black students who transfer from a white school to a black school. (b) White students who transfer from a black school to a white school.

* Students of "other" races are counted as "white" for purposes of computing the Taeuber Index.

Table 1. Cincinnati Public Schools, Taeuber Index Data, Settlement Goal Accomplishment to Date, November, 1987. (Based on Data in Appendix L)

Level	1983-84	1986-87	1987-88	Change 1986-87 to 1987-88	Change 1983-84 to 1987-88	Drop Needed for Goal	% Goal Attained
Elementary	52.9	44.7	43.5	-1.2	-9.4	-16.4	57.3%
Junior/Middle	43.8	41.1	40.5	-0.6	-3.3	-7.8	42.3%
Senior High	42.3	39.4	39.5	+0.1	-2.8	-8.3	33.7%

2. Alternative Schools: 1986-87

The continued popularity of alternative education in Cincinnati brought an additional 1,100 students into the 48 alternative schools for 1986-87. This increase duplicated the increase from the previous year almost exactly, which may be viewed as an encouraging indication of sustained community interest. Indeed, over 5,000 students were on the waiting list because space limitations prohibited their acceptance. An even more encouraging statistic is that the racial balance for all 16,612 alternative students was approximately 56% black, 44% non-black, which is very close to the systemwide percentages. However, only 37 of the 48 alternative schools were within the racial balance guidelines established by the district.

Some of the eleven schools not meeting the racial balance requirements have a long history of non-compliance. Of more interest, some of these programs are very expensive. Although the educational merit and the worth of these programs to the community are not questioned, the justification for continued expenditure of funds which could be invested in desegregation activities is. Let it be emphasized that the objections expressed are based strictly on cost; programs with little or no additional cost are not an issue.

The eleven schools in question are shown in Table 3 of the Evaluation of Alternative Programs, 1986-1987, and their associated costs may be found in Table 18 of said report.

Quoting from the district's Evaluation of Alternative Programs, 1986-1987, "Since alternative programs are a primary means of racially balancing the school district, applications for entrance into alternative programs are received from students regardless of where they may reside within the Cincinnati school district. Acceptance to the program is based primarily on racial balance." If that is the policy and the long standing guidelines call for at least a 30% to 70% balance, why are expensive programs with only minimal pay-off in terms of racial balance continued?

It is the opinion of the Facilitator that one reason for the poor showing of the Taeuber for 1987-88 is directly related to the limited expansion of alternative programs in 1986-87 and 1987-88. Presumably, lack of funds was the major cause of the non-expansion; this presumption is supported, I believe, by the fact that new alternative plans were readily available when a federal grant was approved last May for alternative school research. It is also a matter of record that with 5,000 students on the waiting list, expanding alternatives at carefully selected sites is easily done.

On the other hand, it is also recognized that closing a popular neighborhood alternative program is a hard decision, but hard decisions must be made. According to the Settlement Agreement, Section 3.(c)(1 and 2), the district is committed to either redesign or close alternative programs that are 90% or more of one race. (The district goal is 50% with a maximum 20% deviation.) Continued funding of unrevised programs that are not meeting their primary intent is viewed as breaking the spirit of the commitment made by the district in the Settlement Agreement.

Because of the key importance of the alternative programs to the satisfactory conclusion of the Settlement Agreement, the district´s evaluation report has been moved from its usual place in the Appendix and placed in the text of the Facilitator´s report. A complete description of each alternative program precedes the evaluation report. The only major criticism is that there are not more alternative schools with better racial balance so that the Taeuber Index can fall to the agreed upon values without the need for more drastic methods. A minor criticism is that since so little improvement was seen in the index while so many new students were added, it is obvious that there must be many students accepted into alternative programs who have no Taeuber impact. It seems that the district could do better at optimizing the acceptance procedures. Perhaps nothing better can be done, but at the very least, it should be evaluated and the results made public (Ref. Appendix D, #3, 10/16/87) [Status Reports].

The district´s study of alternative student mobility was released in October, 1987 and is included in this report as Appendix E. It was determined that only 4% of the alternative school population transferred during the six months covered by the study. Although this figure is viewed as quite reasonable by most interested parties, an even greater emphasis has been placed upon holding parents and students to at least a one year commitment after being accepted into an alternative school.

ALTERNATIVE PROGRAMS, 1986-87

APPLIED ARTS ACADEMY

The Applied Arts Academy uses a hands-on approach to help youngsters in grades 4-6 acquire the awareness and the skills in fine and industrial arts, and to develop the individual character necessary to succeed in our technological world. In applied arts education, any specific skill or learning used in actual practice complements the strong program in basic skills. Whatever the topic—mathematics, history, reading, science—teachers include some application of that topic with their instruction so that students can see the connection between learning and the real world. A planned course of study stresses practical experiences that prepare students for a career in the work place.

BILINGUAL PROGRAMS

Cincinnati Public Schools' bilingual programs offer children the study of a foreign language and culture in Arabic, Chinese, French, German, Japanese, Russian, and Spanish. Students learn one of these languages in a structured and challenging academic environment. Most bilingual programs enroll children in kindergarten or first grade. At this early age, students are introduced to the foreign language in its spoken or conversational form. During periods devoted to language study, no English is used, immersing students in the language and building listening skills.

When a parent and a child select a foreign language program in the Cincinnati Public Schools, the child is able to pursue the selected language from kindergarten through grade twelve. From kindergarten through grade five, children attend one of eleven elementary schools offering the foreign language program.

In grade six, children from all of the elementary bilingual programs may attend the Cincinnati Bilingual Academy. As scheduling permits, they continue to receive content area instruction in the second language. A truly international flavor exists at the middle school as students have cultural exposure and interaction with students who are studying other foreign languages.

The International Studies Academy is the choice of many students as they enter high school at grade nine. Here the global perspective of the students' educational program is strengthened through advanced training in foreign language and emphasis on world issues. Some students may elect the academically demanding International Baccalaureate Program which leads to a degree that is recognized in many countries around the world.

CHASE INTERMEDIATE DEMONSTRATION CENTER

Chase Intermediate Demonstration Center's close relationship with the University of Cincinnati gives this alternative program some distinct advantages. The large number of university students in the classroom lowers the ratio of students to adults. University professors teach classes, and put on demonstration lessons using effective and successful teaching techniques. Regular meetings and training sessions with the Chase staff and professors introduce fresh ideas and keep the Chase staff informed of the latest teaching strategies. Lessons are taught in traditional closed classrooms as well as in contemporary open instructional areas.

CINCINNATI ACADEMY OF MATHEMATICS AND SCIENCE

The fields of science and engineering are highly competitive, produce jobs that are continually in demand, and provide many financial advantages. The Cincinnati Academy of Mathematics and Science's curriculum, therefore, is structured around three basic areas necessary to face these challenges - biomedical, engineering, and technical. The academy helps students acquire specific skills unique to science and mathematics by concentrating on these areas in other disciplines. As theories and concepts of science and mathematics are studied, related concepts in English, foreign languages, and social studies are examined. Classroom studies are supported by field trips, advanced equipment and supplies, summer employment, and advanced placement courses.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION

The Cincinnati Academy of Physical Education (CAPE) offers students a strong academic program and an enthusiastic program of physical development. CAPE's academic program extends beyond the basics. Four years of English, three years of mathematics, science, and social studies, as well as foreign language, business, college preparatory, and advanced placement programs give students the knowledge, skills, and discipline necessary to pursue a college education. The physical development program emphasizes individual and dual sports. It is designed to give all students a chance to achieve through organized team athletics. Students participate in a variety of team sports, including football, volleyball, basketball, baseball, gymnastics, soccer, and archery.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION PRIMARY SCHOOL

A program in physical education is vital to the development of children and strongly enhances basic learning. The broad goals of the Cincinnati Academy of Physical Education Primary School are to develop students' learning skills and to increase body awareness, develop basic motor skills and coordination, build self-confidence, and provide opportunities for promoting good sportsmanship and self-expression. Students receive a general physical education period daily and a special physical education period every other day.

CITY-WIDE LEARNING COMMUNITY

This alternative program offers classes that are community-based using the resources of the city as information sources. Students study government by participating in pushing legislation through the Cincinnati City Council, and journalism by writing newspaper articles for publication. Flexible schedules allow for mentor learning and independent study, and enrollment in university classes for high school credit is available. Tele-conferencing reaches beyond the city. Experts such as government leaders and journalists from the national scene visit the City-Wide classroom to answer questions and share ideas through an amplified telephone and microphone.

COMPUTERS UNLIMITED

Students in the Computers Unlimited program use the computer as a tool for learning in order to live and work more effectively in today's computer oriented world. English, science, social studies, and mathematics are taught with the aid of computers. All students take introductory courses in basic programming and in several languages including Pascal, FORTRAN, and COBOL. They also learn to use practical applications of programming, such as word processing, information search and retrieval, and forecasting. As in all Cincinnati Public Schools, students are thoroughly trained in basic skills. Graduates are qualified to enter training positions in business and industry, or can continue into college-level computer science courses.

ELEMENTARY COLLEGE PREPARATORY

In the Elementary College Preparatory program, students of average or above average ability develop proficiency in the basics of reading, writing, and mathematics. Opportunities are provided in all areas of study to increase comprehension abilities and broaden critical reading and research skills. The study of Latin improves and expands English vocabulary and helps students gain an appreciation for our classical heritage. Students also receive accelerated instruction in the areas of science, social studies, oral and written communications, various art forms, and physical education. Students entering the program should be performing on an average or above average ability.

ELEMENTARY INDIVIDUALLY GUIDED EDUCATION (IGE)

The Individually Guided Education program, offered at five schools, gives children individual instruction and flexible programming to meet varying needs. This non-graded learning community, based on communication of staff-parent-children-community, offers broad learning experiences through a team effort in program planning. Each child is tested in reading and mathematics when he/she enters the program. Students then work individually, as well as in small groups of similar ability. Student progress is determined through regular testing and observations. Smaller class sizes and teacher aides allow teachers to address the needs of each child.

ELEMENTARY MATH AND SCIENCE ACADEMY

Students in this alternative program learn the basics they need to build upon when developing the skills necessary for our technological society. While daily lessons with a strong emphasis on mathematics and science are the major focus of the program, additional emphasis is placed on maintaining high skill levels in other basic areas. As mathematics and science concepts are taught, related social studies, reading and language arts, and health concepts are examined. Part of a special curriculum includes a collaboration with the Cincinnati Zoo. Once a week an instructor from the zoo conducts a life science course for students. They then visit the zoo to do follow-up investigations and research. Rockdale's Partner-in-Education, Children's Hospital Medical Center, works closely with the school providing up-to-date instruction in the science and medical fields.

EXTENDED DAY PROGRAM

The Extended Day program is designed to provide a safe, consistent environment for children of working parents before and after school hours. The program offers children learning activities which support the solid education of the regular academic program. The relaxed working atmosphere of the Extended Day program fosters special interests and talents and encourages academic achievement. The program helps children improve academically and grow socially, emotionally, and physically. Special highlights include academic activities, tutorial assistance, and enrichment activities in art, drama, and computer use.

FUNDAMENTAL ACADEMY

Three special features make the Fundamental Academy unique: 1) a strong basic instructional program in reading, writing, mathematics, and science; 2) a clearly defined code of conduct; and 3) a modified dress code. The program accepts children who thrive in a highly-structured environment, are reasonably well disciplined, have good work habits, complete homework assignments regularly, and have parents who understand and support the fundamental academy.

INDIVIDUAL PROGRESS AND SOCIAL IMPACT PROGRAM (IPSIP)

In the Individual Progress and Social Impact program, student development of social awareness and attitudes toward school, community, and self are stressed. The program is set up to provide interracial, intercultural understanding and enriching ethnic experiences. IPSIP's philosophy is based on the idea that children need a wide range of activities to acquire social perceptions and a positive self-image, in addition to the tools of learning. Reading and mathematics are stressed in the academic program. Human relations and parent involvement are part of the program.

INTERNATIONAL STUDIES ACADEMY

The International Studies Academy at Withrow High School is based on the belief that an understanding of one's place in the world demands an international perspective. The program focuses on developing skills for critical thinking, improving skills for communication in mathematics, science, one's native language, foreign language, and the humanities.

The ISA has three components:

International Baccalaureate
(Preparation Grades 9-10; Advanced Study Grades 11-12)

This is an advanced placement program where students can earn advanced credits for up to one year at colleges and universities in Canada and the United States. The curriculum is that of a comprehensive high school liberal arts education. The IB offices in Geneva, Switzerland and Southhampton, Great Britain are responsible for program review and for preparing and grading all external examinations.

International Studies Program
(Grades 9-12)

For students of average or above average ability, the International Studies Program features include an emphasis on world literature, experience in the unified approach to mathematics, and a sequential study of natural and social sciences.

English As A Second Language

This program offers instruction for foreign born students with limited English proficiency. It provides classes to students from more than 15 different countries.

JUNIOR HIGH COLLEGE READINESS

Offered at five locations, the Junior High College Readiness program stresses the improvement in basic skills in mathematics and English and offers career orientation and development. The program is designed for children who want to enter a college preparatory program in high school, but need encouragement and individual attention to strengthen their basic skills. Self-contained classrooms and team teaching are part of the program. Students entering the program should be performing on at least an average or above average ability.

MONTESSORI

This teaching method, developed by Maria Montessori nearly 80 years ago, provides students with experiences in self-expression and exploration. The growth and development of the individual child, the whole child - within the social environment of the school - is emphasized. Children use many learning materials not common in traditional classrooms. The materials are designed so that children can use them on their own in an activity that is most interesting to them. Montessori education offers training in basic skills. The curriculum allows children to learn according to their needs, curiosities, and culture. The child receives both individual and group instruction and enrichment supporting the child's own discovery of his/her world.

MULTI-AGE, NON-GRADED

The Multi-Age program at Clifton School recognizes the benefits of educating children of different ages together according to their functional level. In this non-graded program, students work at grade level, above grade level, and below grade level, depending on each student's greatest need. The multi-age groupings, by levels in mathematics and reading, allow children to learn from each other as well as from a teacher. Multi-age education permits adjusting teaching methods to meet differing social, mental, and physical capabilities.

PAIDEIA CRITICAL THINKING SCHOOL

Mortimer Adler, in his book, The Paideia Proposal, contends that "Soon, most jobs will be thinking jobs requiring higher levels of reasoning, computing, analytical skills, and decision-making techniques." To ready our children for this world, the Paideia concept of education prepares students for earning a living, the duties of citizenship, and self-development after formal school is completed. All students take the same course of study. Three modes of learning are used by teachers: 1) acquisition of knowledge through traditional teaching techniques, 2) the development of the intellectual skills of learning and thinking in coaching labs, and 3) use of student seminars to further the understanding of basic ideas and values.

PRIMARY SCHOOL FOR ARTS ENRICHMENT

The Primary School for Arts Enrichment offers a strong academic program as well as a well-rounded program in art, music, movement, drama, and creative writing. The focus of the program, as in any primary program, is to develop broad learning skills, positive attitudes, and a basic foundation in reading and mathematics. The program provides opportunities for children to use their talents and creativity. Children receive instruction two periods a week from specialists in each portion of the arts program - visual arts, music, Suzuki violin, and physical education/movement and dance. The school is supported with musical instruments, special equipment, and supplies.

READING/LANGUAGE ARTS DEMONSTRATION CENTER

The Reading/Language Arts Demonstration Center emphasizes the communication arts - reading, writing, listening, and speaking. The components of the program are (1) The Reading Intervention Center for those students who are experiencing reading difficulties and meet the established entry criteria; (2) EXCELL! for those students who require an enriched reading and mathematics curriculum; and (3) finally, an academic program emphasizing excellence in reading/language arts for all students. Opportunities abound for students to master and practice communications skills through such activities as a weekly school-wide broadcast, the Young Writers Exposition, The Great Books Program, and a quarterly literary magazine publishing students´ writing. Students are exposed to experts in the area of communication through the visits of artists and the members of the Communication Arts Advisory Board. This intensive reading/language arts curriculum is supported by a strong mathematics and science program.

SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

The School for the Creative and Performing Arts (SCPA) is a unique school where young people with special talents in the arts have the opportunity to develop their artistic skills and academic knowledge within the same school setting. SCPA´s intensive intellectual, creative, and artistic programs help students acquire the self-discipline, integrity, physical and mental labor to succeed, not only as artists in competitive fields, but as professionals in other fields - architecture, computer science, medicine, and education. The school offers study in visual arts, dance, drama, music, and creative writing, as well as a strong basic instructional program that includes a full college preparatory curriculum. In 1984-85 SCPA was one of the schools selected to receive National recognition for merit by the U.S. Department of Education.

Evaluation
Branch

EVALUATION OF ALTERNATIVE PROGRAMS

1986 - 1987

By: Mrs. Mary A. Gladden

August, 1987

Cincinnati Public Schools
Office of the Superintendent

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Executive Summary

This report contains a summary of evaluative data on alternative programs operated in the Cincinnati Public Schools during the 1986-87 school year. Statistics are reported for program enrollment, racial composition, achievement on standardized tests, and attitudes of students, parents, and staff. Program budget data are also presented to describe necessary program costs in excess of regular school operating costs.

The number of students attending alternative programs was 16,612, an increase of 1094 over the 1985-86 school year, and 56% of the students in these programs were black. The total number of program offerings was increased to 48 by the addition of two new programs. Thirty-seven of these 48 programs were racially balanced according to the guidelines established by the school system.

Comparisons of the achievement on standardized tests between alternative and non-alternative program students showed that alternative program students scored higher in both reading and mathematics. The analysis also indicated, however, that neither group of students met the expected achievement growth in either content area during the 1986-87 school year. An analysis of responses to attitudinal surveys indicated that alternative program students, their parents, and teachers all hold more positive attitudes toward a number of school factors than their peers in non-alternative programs.

Budget allocations for program staff in excess of regular school staffing formulas totaled $6,142,676 for the 1986-87 school year. An additional $518,592 were allocated to alternative programs for non-personnel costs.

EVALUATION OF ALTERNATIVE PROGRAMS

1986-1987

INTRODUCTION

For more than one hundred years, the dominant pattern of schooling in the United States was the assignment of children to the schools in their neighborhoods. Certainly, there have always been exceptions to this prevailing pattern: private and parochial schools, evening schools, and area vocational schools. For the majority of families, however, assignment to neighborhood public schools has been the norm. During the last seventeen years, the Cincinnati school district has provided alternative programs as an option to attendance at neighborhood schools.

Since alternative programs are a primary means of racially balancing the school district, applications for entrance into alternative programs are received from students regardless of where they may reside within the Cincinnati school district. Acceptance to the program is based primarily on racial balance.

The purpose of this report is to summarize evaluative data on alternative programs in the Cincinnati Public Schools and to assist in the decision-making processes related to these programs. Enrollment data, achievement status, achievement gains, attitude survey results, and estimated costs are presented for the alternative programs functioning during the 1986-87 school year. Most of these data came from records maintained in the Evaluation Branch. Data on the number of student applications and excess program costs were obtained from the Alternative Schools' office.

Evaluation Results

Student Enrollment

Student enrollment and racial composition data by program as of November, 1986, are shown in Table 1. A record high 16,612 students were enrolled in alternative programs, an increase of 1,094 over the 1985-86 school year. Of the total students enrolled in alternative programs, 56% were black. The percentage of black students in alternative programs has remained within a range between 54% and 57% over the last five years. Total program enrollment during this period has increased by 3261 students from the fall, 1982 total of 13,351.

Two new alternative programs were added in the 1986-87 school year (the Reading/Language Arts Demonstration Center at Roll Hill Elementary School, and the Paideia School at Shroder Junior High School), bringing the number of alternative programs to 26 and the number of individual program locations to 48. Nine of the 26 alternative programs were operated in more than one school (see Table 1). Programs were almost evenly divided between the eastern and western areas of the city, with 23 programs located on the east side and 25 programs located on the west side.

A breakdown of the alternative program student population by grade level is shown in Table 2. It can be seen from these data that students of all grade levels are enrolled in alternative programs. However, a total of 12,030 students or 72% of the total population were in the elementary grade levels of K-6.

Table 1. Alternative Program Membership Distribution and Percentage of Black Students, November, 1986.

Program/Location		Black	Non-Black	Total	Percentage Black
Applied Arts Academy					
Oyler	(4-6)	15	169	184	8%
Academy of World Languages					
Schiel	(K-4)	86	75	161	53
Elementary College Preparatory					
Anderson Place	(4-6)	34	45	79	43
Bond Hill	(4-6)	67	1	68	99
Burton	(4-6)	60	--	60	100
Covedale	(4-6)	76	170	246	31
Pleasant Hill	(4-6)	88	38	126	70
Roselawn/Condon	(4-6)	163	112	275	59
Elementary Individually Guided Education					
Eastern Hills	(K-8)	343	344	687	50
Heinold	(K-8)	347	204	551	63
North Avondale	(5-6)	53	11	64	83
Silverton	(K-6)	370	82	452	82
Woodford	(K-3)	226	183	409	55
Elementary Academy of Mathematics and Science					
Rockdale	(4-6)	65	9	74	88
Extended Day Enrichment Program					
Heberle	(K-6)	18	21	39	46
French Bilingual					
Carthage	(K-5)	243	153	396	61
Midway	(K-5)	115	153	268	43
Mt. Washington	(K-4)	73	281	354	21
Fundamental Academy					
College Hill	(K-6)	330	242	572	58
Linwood	(K-6)	129	179	308	42
German Bilingual					
Fairview	(K-5)	276	304	580	48
Individual Progress and Social Impact Program					
Bramble	(K-3)	68	54	122	56
Pleasant Hill	(K-3)	234	93	327	72
Intermediate University Demonstration School					
Chase	(4-6)	457	391	848	54
Montessori					
North Avondale	(K-4)	245	185	430	57
Sands	(K-6)	323	311	634	51

Table 1. Continued

Program/Location		Black	Non-Black	Total	Percentage Black
Multi-Age					
Clifton	(K-6)	356	256	612	58
Primary Arts Enrichment					
Schiel	(K-3)	154	130	284	54
Primary Physical Education					
Winton Terrace	(K-3)	237	176	413	57
Reading/Language Arts Demonstration Center					
Douglass	(K-6)	458	173	631	73
Roll Hill	(K-6)	207	160	367	56
Spanish Bilingual					
Cheviot	(K-3)	135	216	351	38
Hartwell	(K-5)	135	89	224	60
Mt. Airy	(K-5)	125	108	233	54
Pleasant Ridge	(K-5)	200	119	319	63
Swifton	(K-5)	60	58	118	51
Cincinnati Academy of Mathematics & Science					
Woodward	(7-12)	354	107	461	77
Cincinnati Academy of Physical Education					
CAPE	(4-12)	663	519	1182	56
Cincinnati Bilingual Academy					
Sawyer	(6-8)	231	195	426	54
City-Wide Learning Community					
Hughes	(9-12)	54	34	88	61
Computers Unlimited					
Hughes	(9-12)	213	151	364	59
International Studies Academy					
Withrow	(9-12)	347	152	499	70
Junior High College Readiness					
Dater	(7-9)	53	63	116	46
Peoples	(7-8)	88	18	106	83
Porter	(7-9)	58	28	86	67
Schwab	(7-8)	53	42	95	56
Paideia School					
Shroder	(7-9)	111	78	189	59
School for Creative and Performing Arts					
SCPA	(4-12)	526	608	1134	46
TOTAL		**9,322**	**7,290**	**16,612**	**56**

Table 2. Alternative Program Enrollment by Grade Level, November, 1986.

Grade	Enrollment
K	1,875
1	1,998
2	1,717
3	1,556
4	1,708
5	1,638
6	1,538
7	1,162
8	982
9	792
10	673
11	558
12	415
Total	16,612

Program Racial Balance

The racial balance goal for each alternative program is a student membership that is 50% black. Managers of alternative programs are encouraged to meet this goal by monitoring carefully the acceptance of new applications each year. For the 1986-87 school year, 37 (77%) of the 48 alternative programs had a black membership that ranged from 30% to 70% of their total student population, an improvement over the previous year when 72% of the programs fell within this range.

The eleven programs having a black membership that deviated more than 20% from the goal are listed in Table 3. Six of these programs did show an improvement in their racial balance over the previous school year.

Table 3. Percentage of Black Membership and Deviation from Guideline Range* for Programs Not Meeting Guidelines, November, 1985 and November, 1986.

Program/Location		November, 1985 % Black	 % Deviation	November, 1986 % Black	 % Deviation
Applied Arts Academy					
Oyler	(4-6)	13.4%	16.6%	8.0%	22.0%
Elementary College Preparatory					
Bond Hill	(4-6)	98.6	28.6	99.0	29.0
Burton	(4-6)	100.0	30.0	100.0	30.0
Covedale	(4-6)	28.2	1.8	31.0	0.0
Elementary Individually Guided Education					
North Avondale	(5-6)	93.9	23.9	83.0	13.0
Silverton	(K-6)	83.7	13.7	82.0	12.0
Elementary Academy of Mathematics and Science					
Rockdale	(4-6)	96.1	26.1	88.0	18.0
French Bilingual					
Mt. Washington	(K-4)	24.3	5.7	21.0	9.0
Individual Progress and Social Impact Program					
Pleasant Hill	(K-3)	69.5	0.0	72.0	2.0
Reading/Language Arts Demonstration Center					
Douglass	(K-6)	75.3	5.3	73.0	3.0
Cincinnati Academy of Mathematics and Science					
Woodward (CAMAS)	(7-12)	79.0	9.0	77.0	7.0
Junior High College Readiness					
Peoples	(7-8)	81.3	11.3	83.0	13.0
Porter	(7-9)	71.9	1.9	67.0	0.0

* The guideline range is considered to be from 30% to 70% black.

Number of Student Applications

The number of applications from students wishing to enroll in an alternative program during the 1986-87 school year is presented by program in Table 4. Of the 13,464 applications received, 4,944 (37%) were accepted while 3,320 (25%) were rejected. The remaining applications were placed on a waiting list for use by program managers if vacancies occurred during the school year. The large number of applications that could not be accepted due to space limitations on program enrollments indicates that a great demand still exists for alternative programs on the part of students and parents.

Fifty percent of the newly accepted students for the 1986-87 school year were black. A total of 84% of the applications that were rejected were submitted by black students. The percentage of black students on the waiting list was very high as well, due to the fact that the number of applications from black students greatly exceeded the number from white students.

Table 4. Alternative Applications Received, Accepted and Rejected, October, 1986

Program/Location		Applications Received	Number Accepted			Number Rejected		
			Black	Non-Black	Total	Black	Non-Black	Total
Applied Arts Academy								
Oyler	(4-6)	89	4	52	56	0	1	1
Academy of World Languages (K-4)								
Schiel	(K-4)	252	49	43	92	74	3	77
Elementary College Preparatory								
Anderson Place	(4-6)	92	10	18	28	6	1	7
Bond Hill	(4-6)	55	26	2	28	14	0	14
Burton	(4-6)	36	23	1	24	3	0	3
Covedale	(4-6)	212	37	60	97	16	25	41
Pleasant Hill	(4-6)	93	31	12	43	5	2	7
Roselawn/Condon	(4-8)	308	44	52	96	127	12	139
Elementary Individually Guided Education								
Eastern Hills	(K-8)	417	90	120	210	2	10	12
Heinold	(K-8)	360	63	44	107	38	2	40
North Avondale	(5-6)	33	0	8	8	12	0	12
Silverton	(K-6)	186	66	36	102	54	1	55
Woodford	(K-3)	248	49	75	124	42	10	52
Elementary Academy of Mathematics and Science								
Rockdale	(4-6)	76	25	11	36	11	0	11
Extended Day Enrichment Program								
Heberle	(K-6)	149	21	20	41	75	0	75
French Bilingual								
Carthage	(K-5)	194	71	33	104	25	3	28
Midway	(K-5)	221	30	39	69	34	54	88
Mt. Washington	(K-4)	179	23	86	109	12	2	14
Fundamental Academy								
College Hill	(K-6)	354	99	68	167	45	13	58
Linwood	(K-6)	123	37	27	64	7	24	31
German Bilingual								
Fairview	(K-5)	263	81	68	149	17	8	25
Individual Progress and Social Impact Program								
Bramble	(K-3)	66	18	22	40	3	2	5
Pleasant Hill	(K-3)	245	78	49	127	15	1	16
Intermediate University Demonstration School								
Chase	(4-6)	57	21	8	29	14	2	16
Montessori								
North Avondale	(K-4)	412	52	74	126	128	3	131
Sands	(K-6)	430	67	71	138	151	22	173

Table 4. Continued

Program/Location		Applications Received	Number Accepted			Number Rejected		
			Black	Non-Black	Total	Black	Non-Black	Total
Multi-Age								
Clifton	(K-6)	504	22	42	64	285	34	319
Primary Arts Enrichment								
Schiel	(K-3)	531	89	82	171	151	5	156
Primary Physical Education								
Winton Terrace	(K-3)	640	101	139	240	205	6	211
Reading/Language Arts Demonstration Center								
Douglass	(K-6)	371	7	56	63	243	1	244
Roll Hill	(K-6)	671	201	163	364	14	0	14
Spanish Bilingual								
Cheviot	(K-3)	255	35	95	130	32	33	65
Hartwell	(K-5)	155	38	30	68	34	4	38
Mt. Airy	(K-5)	228	38	29	67	82	12	94
Pleasant Ridge	(K-5)	185	45	38	83	37	0	37
Swifton	(K-5)	130	12	18	30	56	0	56
Cincinnati Academy of Mathematics & Science								
Woodward	(7-12)	522	49	42	91	107	8	115
Cincinnati Academy of Physical Education								
CAPE	(4-12)	1137	157	157	314	255	44	299
Cincinnati Bilingual Academy								
Sawyer	(6-8)	56	12	20	32	15	2	17
City-Wide Law, Government and Communications Academy								
Hughes	(9-12)	98	24	22	46	25	0	25
Computers Unlimited								
Hughes	(9-12)	381	109	86	195	14	0	14
International Studies Academy								
Withrow	(9-12)	406	63	59	122	15	1	16
Junior High College Readiness								
Dater	(7-9)	255	27	29	56	35	5	40
Peoples	(7-8)	168	39	9	48	31	3	34
Porter	(7-9)	60	28	13	41	2	3	5
Schwab	(7-8)	82	30	10	40	10	1	11
Shroder Paideia School	(7-9)	433	81	73	154	2	0	2
School for Creative and Performing Arts								
SCPA	(4-12)	1046	154	157	311	222	155	377
TOTAL		13,464	2,476	2,468	4,944	2,802	518	3,320

Achievement Status

The California Achievement Test was administered in April, 1987 to all students in grades 1 through 11, including students in alternative programs. Data on the number and percentage of alternative program students whose scores equaled or exceeded the "national norm" in reading and mathematics are shown in Table 5. Students scores in Table 5 are also reported by the number and percentage of scores in three stanine categories - below average (stanines 1, 2, and 3), average (stanines 4, 5, and 6), and above average (stanines 7, 8, and 9). The data presented were based on total reading and total mathematics scores.

An achievement test is a test designed to determine the knowledge and skills that students have acquired in specified content areas at a certain point in time. Achievement tests can be norm-referenced. Norm-referenced tests are based on a relative standard. These tests show how well a student performs in relation to a norm group (a predetermined group with specified characteristics). The California Achievement Test is such a norm-referenced test, with the norm group being a nationally representative group--hence the term "national norm." Cincinnati students' test scores are compared with the scores of the national group used to norm the test.

Table 3. CAT Total Reading and Total Math Stanine Distribution and Percentage At and Above National Norm for Alternative Programs, by Location, April, 1987.

		Stanine Category						At and Above National Norm Total Program N (%)	
		Below Average (1-3) N (%)		Average (4-6) N (%)		Above Average (7-9) N (%)			
Program/Location		TR	TM	TR	TM	TR	TM	TR	TM
Applied Arts Academy									
Oyler	(4-6)	32 (24.4)	46 (35.7)	89 (67.9)	70 (54.3)	10 (7.6)	13 (10.1)	42 (32.1)	43 (33.3)
Elementary College Preparatory									
Anderson Place	(4-6)	0 (0.0)	0 (0.0)	5 (6.7)	1 (1.3)	70 (93.3)	74 (98.7)	74 (98.7)	75 (100.0)
Bond Hill	(4-6)	0 (0.0)	0 (0.0)	45 (81.8)	37 (68.5)	10 (18.2)	17 (31.5)	44 (80.0)	43 (79.6)
Burton	(4-6)	1 (2.3)	0 (0.0)	39 (88.6)	35 (79.5)	4 (9.1)	9 (20.5)	29 (65.9)	33 (75.0)
Covedale	(4-6)	0 (0.0)	1 (0.4)	142 (62.6)	109 (48.2)	85 (37.4)	116 (51.3)	227 (84.6)	195 (86.3)
Pleasant Hill	(4-6)	0 (0.0)	1 (0.8)	73 (60.3)	62 (51.2)	48 (39.7)	58 (47.9)	109 (90.1)	97 (80.2)
Roselawn/Condon	(4-8)	0 (0.0)	1 (0.4)	136 (51.7)	114 (43.3)	127 (48.3)	148 (56.3)	263 (91.6)	246 (93.5)
Elementary Individually Guided Education									
Eastern Hills	(1-8)	48 (9.6)	61 (12.3)	371 (74.2)	337 (68.1)	81 (16.2)	97 (19.6)	279 (55.8)	275 (55.6)
Heinold	(1-8)	72 (17.3)	56 (13.4)	299 (71.9)	286 (68.3)	45 (10.8)	77 (18.4)	186 (44.7)	231 (55.1)
North Avondale	(5-6)	10 (8.8)	8 (7.1)	74 (65.5)	72 (63.7)	29 (25.7)	33 (29.2)	70 (61.9)	70 (61.9)
Silverton	(1-6)	34 (8.9)	42 (11.0)	265 (69.4)	235 (61.4)	83 (21.7)	106 (27.7)	221 (57.9)	243 (63.4)
Woodford	(1-3)	10 (3.6)	9 (3.2)	108 (38.8)	93 (33.2)	160 (57.6)	178 (63.6)	219 (78.8)	236 (84.3)
Elementary Academy of Mathematics and Science									
Rockdale	(4-6)	3 (4.5)	5 (7.8)	53 (80.3)	49 (76.6)	10 (15.2)	10 (15.6)	45 (68.2)	40 (62.5)
Extended Day Enrichment Program									
Heberle	(1-6)	2 (6.5)	2 (6.5)	19 (61.3)	14 (45.2)	10 (32.3)	15 (48.4)	21 (67.7)	23 (74.2)
French Bilingual									
Carthage	(1-5)	23 (8.0)	20 (6.9)	201 (69.8)	145 (50.2)	64 (22.2)	124 (42.9)	161 (55.9)	225 (77.9)
Midway	(1-5)	8 (4.0)	4 (2.0)	107 (53.8)	93 (47.2)	84 (42.2)	100 (50.8)	156 (78.4)	170 (86.3)
Mt. Washington	(1-4)	3 (1.4)	1 (0.5)	104 (50.2)	94 (45.4)	100 (48.3)	112 (54.1)	176 (85.0)	194 (93.7)
Academy of World Languages									
Schiel	(1-4)	2 (2.5)	4 (4.3)	47 (58.0)	38 (40.9)	32 (39.5)	51 (54.8)	61 (75.3)	74 (79.6)
Primary Arts Enrichment									
Schiel	(1-3)	15 (8.1)	12 (6.4)	92 (49.7)	82 (43.6)	78 (42.2)	94 (50.0)	141 (76.2)	144 (76.6)
Fundamental Academy									
College Hill	(1-6)	18 (4.5)	16 (4.0)	240 (59.4)	214 (53.1)	146 (36.1)	173 (42.9)	272 (67.3)	304 (75.4)
Linwood	(1-6)	9 (3.7)	13 (5.4)	161 (66.3)	133 (55.0)	73 (30.0)	96 (39.7)	165 (67.9)	187 (77.3)
German Bilingual									
Fairview	(1-5)	17 (4.2)	16 (3.9)	163 (40.2)	169 (41.5)	225 (55.6)	222 (54.5)	346 (85.4)	354 (87.0)
Individual Progress and Social Impact Program									
Bramble	(1-3)	4 (5.2)	3 (3.9)	48 (62.3)	49 (63.6)	25 (32.5)	25 (32.5)	52 (67.5)	59 (76.6)
Pleasant Hill	(1-3)	26 (10.8)	29 (12.0)	135 (56.3)	136 (56.2)	79 (32.9)	77 (31.8)	152 (63.3)	154 (63.6)
Intermediate University Demonstration School									
Chase	(4-6)	133 (18.5)	166 (23.2)	516 (71.8)	447 (62.5)	70 (9.7)	102 (14.3)	298 (41.4)	297 (41.5)
Montessori									
North Avondale	(1-4)	13 (5.0)	14 (5.4)	119 (45.9)	103 (39.8)	127 (49.0)	142 (54.8)	203 (78.4)	219 (84.6)
Sands	(1-6)	30 (5.9)	23 (4.5)	251 (49.6)	232 (45.8)	225 (44.5)	251 (49.6)	369 (72.9)	400 (79.1)
Multi-Age									
Clifton	(1-6)	52 (11.9)	50 (11.0)	221 (50.5)	229 (50.3)	165 (37.7)	176 (38.7)	283 (64.6)	304 (66.8)
CAPE Elementary									
Winton Terrace	(1-3)	16 (5.6)	8 (2.8)	178 (62.0)	166 (57.2)	93 (32.4)	116 (40.0)	189 (65.9)	217 (74.8)
Reading/Language Arts Demonstration Center									
Douglass	(1-6)	82 (16.8)	94 (19.5)	306 (62.8)	312 (64.6)	99 (20.3)	77 (15.9)	240 (49.3)	218 (45.1)
Roll Hill	(1-6)	52 (21.3)	55 (22.4)	159 (65.2)	146 (59.3)	33 (13.5)	45 (18.3)	96 (39.3)	123 (50.0)
Spanish Bilingual									
Cheviot	(1-3)	26 (12.7)	15 (7.2)	144 (70.2)	112 (54.1)	35 (17.1)	80 (38.6)	103 (50.2)	146 (70.5)
Hartwell	(1-5)	4 (2.5)	3 (1.9)	98 (61.6)	80 (50.3)	57 (35.8)	76 (47.8)	126 (79.2)	127 (79.9)
Mt. Airy	(1-5)	9 (5.3)	5 (2.9)	118 (69.8)	99 (58.2)	42 (24.9)	66 (38.8)	113 (66.9)	137 (80.6)
Pleasant Ridge	(1-5)	13 (5.1)	11 (4.3)	132 (52.0)	130 (51.0)	109 (42.9)	114 (44.7)	190 (74.8)	214 (83.9)
Swifton	(1-5)	8 (9.2)	7 (8.1)	60 (69.0)	57 (66.3)	19 (21.8)	22 (25.6)	55 (63.2)	51 (59.3)
Cincinnati Academy of Mathematics & Science									
Woodward (CAMAS)	(7-11)	15 (3.9)	8 (2.1)	327 (85.4)	278 (72.6)	41 (10.7)	97 (25.3)	210 (54.8)	289 (75.5)

Table 5. Continued

Program/Location		Stanine Category						At and Above National Norm Total Program N (%)	
		Below Average (1-3) N (%)		Average (4-6) N (%)		Above Average (7-9) N (%)			
		TR	TM	TR	TM	TR	TM	TR	TM
Cincinnati Academy of Physical Education									
CAPE	(4-11)	167 (18.3)	109 (11.9)	675 (74.1)	707 (77.4)	69 (7.6)	97 (10.6)	368 (40.4)	438 (48.0)
Cincinnati Bilingual Academy									
Sawyer	(6-8)	13 (3.4)	28 (6.8)	236 (62.4)	269 (65.1)	129,(34.1)	116 (28.1)	288 (76.2)	277 (67.1)
City-Wide Law and Government									
Hughes	(9-11)	17 (27.4)	10 (16.1)	32 (51.6)	47 (75.8)	13 (21.0)	5 (8.1)	28 (45.2)	21 (33.9)
Computers Unlimited									
Hughes	(9-11)	28 (11.2)	28 (11.2)	189 (75.9)	194 (77.9)	31 (12.9)	27 (10.8)	118 (47.4)	120 (48.2)
International Studies Academy									
Withrow	(9-11)	8 (2.8)	10 (3.4)	203 (72.2)	216 (74.0)	70 (24.9)	66 (22.6)	206 (73.3)	196 (67.1)
Junior High College Readiness									
Dater	(7-9)	1 (1.0)	0 (0.0)	76 (73.1)	62 (60.2)	27 (26.0)	41 (39.8)	92 (88.5)	91 (88.3)
Peoples	(7-8)	2 (2.1)	2 (2.1)	76 (78.4)	77 (80.2)	19 (19.6)	17 (17.7)	69 (71.1)	69 (71.9)
Porter	(7-9)	6 (7.3)	4 (4.9)	68 (82.9)	67 (81.7)	8 (9.8)	11 (13.4)	36 (43.9)	45 (54.9)
Schwab	(7-8)	1 (1.2)	3 (3.6)	66 (80.5)	73 (88.0)	15 (18.3)	7 (8.4)	71 (86.6)	57 (68.7)
Paideia Critical Thinking Skills									
Shroder	(7-9)	17 (11.0)	16 (10.3)	117 (75.5)	125 (80.6)	21 (13.5)	14 (9.0)	86 (55.5)	75 (48.4)
School for Creative and Performing Arts									
SCPA	(4-11)	31 (3.3)	25 (2.7)	496 (52.8)	489 (52.0)	413 (43.9)	426 (45.3)	760 (80.9)	760 (80.9)
Summary Data (Gr. 1-11)		1081 (8.6)	1044 (8.3)	7879 (62.7)	7384 (58.4)	3609 (28.7)	4216 (33.3)	8051 (64.1)	8606 (68.1)

A comparison between the stanine distributions of scores in reading and mathematics for the alternative program and non-alternative program students showed that in both subjects, alternative program students had

a) a lower percentage of scores in the below average stanines (1-3),
b) a similar percentage of scores in the average stanines (4-6), and
c) a higher percentage of scores in the above average stanines (7-9).

A summary of these data is presented in Table 6.

It is important to remember that the comparisons of stanine distributions for two groups for the same year describe existing differences in achievement rather than academic progress. It would be expected that a higher percentage of alternative program students would be in the above average stanines since some programs require a higher achievement score for admission.

Table 6. Comparison of California Achievement Tests, Total Reading and Total Mathematics, Stanine Distribution and Percentage At and Above for Alternative and Non-Alternative Groups, Grades 1-11, April 1987.

	Below Average Stanines 1-3				*Average Stanines 4-6*				*Above Average Stanines 7-9*				*Percentage At and Above National Norm*			
	TR		*TM*		*TR*		*TM*		*TR*		*TM*		*TR*		*TM*	
	N	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*
Alternative	1,081	(8.6)	1,044	(8.3)	7,879	(62.7)	7,384	(58.4)	3,609	(28.7)	4,216	(33.3)	8,051	(64.1)	8,606	(68.1)
Non-Alternative	4,362	(17.9)	4,070	(16.7)	15,299	(62.9)	14,702	(60.5)	4,652	(19.1)	5,546	(22.8)	11,670	(48.0)	12,868	(52.9)

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the alternative program students on the California Achievement Test are presented in Table 7. Data for promoted students in grades 2-11 who were tested in April 1986 and again in April 1987 are included. Gain scores cannot be computed for grade 1 students since the necessary baseline data were not obtained during the kindergarten year. The test is not administered to students in grade 12.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in a gain of 0), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain. In addition, a gain of NCEs represents exactly the same amount of expected performance improvement for below average students as it does for the average or above average students.

It can be seen from the data in Table 7 that students in most of these programs made an average gain which was less than the expected gain of zero NCEs. Overall, program students experienced a loss of 1.9 NCEs in reading and a loss of 1.1 NCEs in mathematics. Mean gain scores varied widely between programs, and ranged from a large loss of 9.9 NCEs to a sizeable gain of 4.6 NCEs.

Table 7. Normal Curve Equivalents, Status and Gains, California Achievement Tests, Total Reading and Total Math, Matched and Promoted Alternative Students by Program and Location, April, 1986, and April, 1987.

		Total Reading			Total Math		
Program/Location		Avg. NCE 1986	Avg. NCE 1987	NCE Gain**	Avg. NCE 1986	Avg. NCE 1987	NCE Gain**
Applied Arts Academy							
Oyler	(4-6)	44.5	44.5	0.0	42.0	42.7	+0.7
Academy of World Languages							
Schiel	(K-4)	61.4	58.3	-3.1	62.1	66.2	+4.1
Elementary College Preparatory							
Anderson Place	(4-6)	80.3	84.1	+3.8	88.9	91.4	+2.5
Bond Hill	(4-6)	59.3	57.8	-1.5	59.2	60.4	+1.2
Burton	(4-6)	56.3	52.8	-3.5	67.8	57.9	-9.9
Covedale	(4-6)	65.9	63.2	-2.7	67.9	67.2	-0.7
Pleasant Hill	(4-6)	65.7	64.0	-1.7	66.2	65.5	-0.7
Roselawn/Condon	(4-6)	67.4	66.6	-0.8	70.8	70.2	-0.6
Elementary Individually Guided Education							
Eastern Hills	(K-8)	53.3	50.9	-2.4	54.9	52.5	-2.4
Heinold	(K-8)	48.0	47.3	-0.7	52.5	52.8	-0.3
North Avondale	(4-6)	62.5	57.0	-5.5	61.9	58.5	-3.4
Silverton	(K-6)	56.8	54.4	-2.4	57.0	55.6	-1.4
Woodford	(K-3)	71.2	66.6	-4.6	72.8	72.5	-0.3
Elementary Academy of Mathematics and Science							
Rockdale	(4-6)	53.9	53.4	-0.5	53.9	52.6	-1.3
Extended Day Enrichment Program							
Heberle	(K-6)	60.5	60.4	-0.1	64.3	64.3	0.0
French Bilingual							
Carthage	(K-5)	54.4	54.2	-0.2	63.3	61.4	-1.9
Midway	(K-5)	59.9	61.0	+1.1	62.5	64.0	+1.5
Mt. Washington	(K-3)	69.7	66.9	-2.8	70.3	72.0	+1.7
Fundamental Academy							
College Hill	(K-6)	59.0	58.9	-0.1	59.9	64.5	+4.6
Linwood	(K-6)	61.0	59.1	-1.9	62.1	63.9	+1.8
German Bilingual							
Fairview	(K-5)	68.5	68.5	0.0	70.0	68.6	-1.4
Individual Progress and Social Impact Program							
Bramble	(K-3)	63.6	54.3	-9.3	59.4	57.0	-2.4
Pleasant Hill	(K-3)	58.7	55.2	-3.5	61.5	51.9	-9.6
Intermediate University Demonstration School							
Chase	(4-6)	49.0	46.6	-2.4	48.9	47.0	-1.9
Montessori							
North Avondale	(K-3)	66.8	64.9	-1.9	67.8	67.1	-0.7
Sands	(K-6)	63.3	61.9	-1.4	64.9	66.0	+1.1
Multi-Age							
Clifton	(K-6)	58.4	57.5	-0.9	57.6	58.2	+0.6

Table 7. Continued

		Total Reading			Total Math		
Program/Location		Avg. NCE 1986	Avg. NCE 1987	NCE Gain**	Avg. NCE 1986	Avg. NCE 1987	NCE Gain**
Primary Arts Enrichment							
Schiel	(K-3)	62.3	59.1	-3.2	59.7	60.8	-1.1
CAPE Elementary							
Winton Terrace	(K-3)	58.4	54.4	-4.0	61.1	58.3	-2.8
Reading/Language Arts Demonstration Center							
Douglass	(K-6)	55.6	52.8	-2.8	54.2	50.1	-4.1
Roll Hill	(K-6)	43.3	44.1	+0.8	43.2	44.1	+0.9
Spanish Bilingual							
Cheviot	(K-2)	52.2	49.5	-2.7	57.6	56.2	-1.4
Hartwell	(K-5)	63.7	61.7	-2.0	68.8	63.6	-5.2
Mt. Airy	(K-5)	64.2	59.2	-5.0	65.4	64.8	-0.6
Pleasant Ridge	(K-5)	61.2	62.8	+1.6	68.4	63.7	-4.7
Swifton	(K-5)	53.7	54.7	+1.0	60.7	53.7	-7.0
Cincinnati Academy of Mathematics & Science							
Woodward	(7-12)	54.1	51.6	-2.5	58.4	58.3	-0.1
Cincinnati Academy of Physical Education							
CAPE	(4-12)	48.8	46.5	-2.3	50.6	49.8	-0.8
Cincinnati Bilingual Academy							
Sawyer	(6-8)	62.6	60.5	-2.1	59.2	58.5	-0.7
City-Wide Law and Government							
Hughes	(9-12)	52.2	48.4	-3.8	47.8	45.4	-2.4
Computers Unlimited							
Hughes	(9-12)	53.0	49.8	-3.2	51.7	50.4	-1.3
International Studies Academy							
Withrow	(9-12)	60.2	57.7	-2.5	57.3	56.2	-1.1
Junior High College Readiness							
Dater	(7-9)	60.6	60.4	-0.2	63.9	63.0	-0.9
Peoples	(7-8)	56.7	56.0	-0.7	57.8	55.7	-2.1
Porter	(7-9)	50.2	48.7	-1.5	57.5	51.2	-6.3
Schwab	(7-8)	59.1	57.6	-1.5	57.8	53.5	-4.3
Paideia School							
Shroder	(7-9)	51.9	49.5	-2.4	53.2	49.1	-4.1
School for Creative and Performing Arts							
SCPA	(4-12)	66.0	63.6	-2.4	65.5	64.5	-1.0
Summary Data (Gr. 2-11)		58.1	56.2	-1.9	59.4	58.3	-1.1
Number of Matched Promoted Students			9799			9702	

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*Because of a difference in numbers of students in the 1985 and 1986 data, the gains cannot be computed directly between the two columns.

**Gains can be reported only for students in grades 2 through 11.

Summarized in Table 8 is a comparison of achievement gains in reading and mathematics by alternative vs. non-alternative students. Both groups failed to meet the expected achievement growth in reading and mathematics for the 1986-87 school year, but students in alternative programs came closer to making the expected gain in both content areas.

Table 8. Comparison of Mean NCE Gains for Alternative and Non-Alternative Students on the California Achievement Tests, Grades 2-11, April, 1986 and April, 1987.

TOTAL READING

Non-Alternative			**Alternative**		
1986	**1987**	**Gain**	**1986**	**1987**	**Gain**
$\bar{X}$ = 52.4	$\bar{X}$ = 50.2	$\bar{X}$ = -2.2	$\bar{X}$ = 58.1	$\bar{X}$ = 56.2	$\bar{X}$ = -1.9
	N = 17,441			N = 9,799	

TOTAL MATHEMATICS

Non-Alternative			Alternative		
1986	1987	Gain	1986	1987	Gain
$\bar{X}$ = 54.3	$\bar{X}$ = 52.8	$\bar{X}$ = -1.5	$\bar{X}$ = 59.4	$\bar{X}$ = 58.3	$\bar{X}$ = -1.1
	N = 17,436			N = 9,792	

Student Attitudes

During December 1986, School Information System (SIS) surveys were administered to both the alternative and non-alternative students at the elementary, junior, and senior high school levels. Surveys were completed by 9,663 alternative students and 18,774 non-alternative students at three levels - elementary (grades 3-6), junior/middle (grades 7-8), and senior high (grades 9-12). Results of the surveys are shown as the percentage of positive responses.

Interracial Understanding. Five items on the survey were designed to measure how students felt about interracial understanding. The percentage of "yes" responses by both alternative and non-alternative students is presented in Table 9. Alternative students were more positive in their responses to these five items than were non-alternative students. The greatest differences existed on items which asked students about their preference for going to school with other races and whether they had discussed interracial understanding at their school.

Table 9. Student Ratings of Interracial Understanding, December, 1986. (Average of All Students, Grades 3-12)

Item	Percentage of Yes Responses: Alternative Students (N=9,663)	Percentage of Yes Responses: Non-Alternative Students (N=18,774)	Difference
I like going to school with students of different races	83%	72%	11%
Students of different races are treated fairly at my school	76%	70%	6%
In my classes, we have talked about interracial understanding	61%	51%	10%
Students of different races get along well in my school	69%	60%	9%
It is important to go to school with students of other races	74%	66%	8%

Attitude Toward School. Five items on the student survey were used to assess how students felt about school and their teachers, and the responses are summarized in Table 10. Results indicated that alternative students gave a higher percentage of "yes" responses to four of the five items.

Table 10. Student Attitudes Toward School, December, 1986.
(Average of All Students, Grades 3-12)

Item	Percentage of Yes Responses Alternative Students (N=9,663)	 Non-Alternative Students (N=18,774)	Difference
I like school.	73%	70%	3%
I like my school.	75%	67%	8%
My teachers care about me.	71%	63%	8%
School helps me feel good about myself.	68%	63%	5%
Most of my school work is interesting.	*79%	*81%	-2%

* This item is included on the elementary survey only.

Safety and Discipline. Six items were used to measure the attitudes of students toward safety and discipline, and responses to these items are shown in Table 11. Alternative students gave a higher percentage of "yes" responses for five of six items in this factor.

Table 11. Student Attitudes Toward Safety and Discipline, December, 1986. (Average of All Students, Grades 3-12)

Item	Percentage of Yes Responses: Alternative Students (N=9,663)	Percentage of Yes Responses: Non-Alternative Students (N=18,774)	Difference
Students at my school are well behaved in class.	*54%	*50%	4%
There is good discipline in my school.	70%	61%	9%
I feel safe at school.	68%	60%	8%
My parents feel there is good discipline in my school.	69%	56%	13%
Discipline in my school is handled fairly.	52%	50%	2%
Punishments are given fairly at my school.	44%	44%	0%

* Item included on the elementary survey only.

Teacher Attitudes.

The School Information System teacher survey was administered to both alternative and non-alternative teachers in October, 1986. A total of 1,550 non-alternative teacher surveys and 851 surveys were returned from teachers identifying themselves as teaching in alternative programs. The responses given by the two groups of teachers are shown for comparative purposes. The survey form used a 1 (poor) to 7 (excellent) rating scale, with a rating of 4 considered average.

Alternative teachers' ratings for all items were more positive than those of non-alternative teachers. Average ratings by alternative teachers on the 28 item survey were higher by 0.35 scale points. Non-alternative teachers rated 46% of the items a "5" or better while 75% of alternative ratings were a "5" or better.

Interracial Understanding. The six items used to assess teacher interracial understanding are shown in Table 12. Alternative teachers gave higher ratings on all six items with two items showing a difference between alternative and non-alternative teachers of 0.50 or more. The alternative teachers gave higher mean ratings on four of six items over the previous year, while mean ratings for non-alternative teachers decreased on all six items.

Table 12. Teacher Ratings of Interracial Understanding, October, 1986.

Item	Mean Rating Alternative Teachers (N = 851)	Mean Rating Non-Alternative Teachers (N = 1550)	Difference
Degree to which students of all races are treated fairly in our school.	5.85	5.46	.39
Degree of interracial understanding within our school staff.	5.52	5.04	.48
Staff support for improved interracial understanding.	5.38	4.93	.45
Adequacy of my school's efforts to improve interracial understanding.	5.33	4.92	.41
Degree of interracial understanding within our student body.	5.08	4.49	.59
Effectiveness of system's program to achieve student racial balance.	5.13	4.43	.70

Attitude Toward School. The mean ratings of alternative and non-alternative teachers on five items used to assess teacher attitude toward school are shown in Table 13. Alternative and non-alternative teachers gave very similar ratings of these five items. The mean ratings for alternative teachers decreased from the previous year on three of five items, while ratings on all five items decreased for non-alternative teachers. Alternative and non-alternative teachers hold similar attitudes regarding satisfaction with their teaching assignment and their morale as it relates to their school.

Table 13. Teacher Attitudes Toward School, October, 1986

Item	Mean Rating Alternative Teachers (N = 851)	Non-Alternative Teachers (N = 1550)	Difference
Satisfaction with my teaching assignment.	5.75	5.65	.10
General quality of teaching in our school.	5.81	5.46	.35
Administrator(s) cooperation with the teachers in our school.	5.48	5.25	.23
My morale as it relates to my school.	5.46	5.29	.17
Staff morale in our school.	5.04	4.82	.22

Safety and Discipline. Responses concerning safety and discipline at school were more positive from alternative program teachers (see Table 14). The areas of greatest difference concerned students' freedom from physical threat, behavior of students, and the safety of students within the school. The average ratings of alternative teachers decreased on five of six items while the ratings of non-alternative teachers remained the same or improved on three of six items as compared to the previous year.

Table 14. Teacher Attitudes Toward Safety and Discipline, October, 1986.

Item	Mean Ratings Alternative Teachers (N = 851)	Non-Alternative Teachers (N = 1550)	Difference
Student's freedom from physical threat in our school.	5.53	5.09	.44
Administrative help in our school with discipline problems.	5.40	5.11	.29
Clarity of our school's code of discipline.	5.46	5.18	.28
Effectiveness of disciplinary procedures in our school.	5.10	4.78	.32
Behavior of students in our school.	4.92	4.49	.43
Safety of students within our school.	5.57	5.18	.39

Parent Attitudes.

Surveys were completed by 5,152 parents of alternative students and by 11,765 parents of non-alternative students. Results of the survey are shown as a percentage of positive responses.

Interracial Understanding. Five survey items measured interracial understanding and received an average of 77% "yes" responses from parents of alternative students, which was 10% higher than the average for non-alternative parents. (See Table 15.)

Alternative parents gave a higher percentage of "yes" responses than non-alternative parents to each of the five items used to determine how parents felt about interracial understanding in the schools. For the second year, over 80% of alternative parents indicated that their children should have interracial experiences in school and would keep their children in the Cincinnati Public Schools if all schools were racially balanced. Parents differed most when asked if there was good interracial understanding at their child's school, if their children should have interracial experiences at school, and if the school had done a good job of promoting interracial understanding.

Table 15. Parent Ratings of Interracial Understanding, June, 1987.

Item	Percentage of Yes Responses: Alternative Parents (N=5,152)	Percentage of Yes Responses: Non-Alternative Parents (N=6,471)	Difference
Do you believe the staff at your child's school supports interracial understanding?	76%	68%	8%
Would you keep your child in the Cincinnati Public Schools if all schools were racially balanced?	82	75	7
Do you believe children should have interracial experiences in their school program?	84	74	10
Do you think there is good interracial understanding in your child's school?	71	59	12
Has the school done a good job of promoting interracial understanding?	70	60	10

Attitude Toward School. Five items relating to parent attitude toward school are shown in Table 16. Alternative parents gave somewhat more positive responses to all five items, although no difference exceeded 8%. The items rated highest by both groups indicated that parents felt the schools were teaching what they wanted taught and that they were doing a good job of teaching basic skills.

Table 16. Parent Attitudes Toward School, June, 1987.

Item	Percentage of Yes Responses: Alternative Parents (N=5,152)	Percentage of Yes Responses: Non-Alternative Parents (N=6,471)	Difference
Does your child's school teach what you think should be taught?	89%	84%	5%
Are you satisfied with the quality of teaching at your child's school?	83	75	8
Has the school done a good job of teaching your child basic skills such as reading?	87	83	4
Do you believe your child's teachers take a personal interest in him/her?	73	66	7
Do you feel your school's programs are meeting the individual needs of your child?	74	67	7

Safety and Discipline. Five items dealing with safety and discipline are shown with responses in Table 17. Once again, the responses by alternative program parents were somewhat more positive, but the differences were small.

Table 17. Parent Attitudes Toward Safety and Discipline, June, 1987.

Item	Percentage of Yes Responses: Alternative Parents (N=5,152)	Percentage of Yes Responses: Non-Alternative Parents (N=6,471)	Difference
Do you feel there is good discipline in your child's school?	79%	70%	9%
Do you feel your child is safe at school?	83	76	7
Do you think your child is treated fairly at school?	82	79	3
Do you believe the principal in your child's school is doing a good job?	84	78	6
Do you feel your child is receiving an education that will help him/her become a good citizen?	86	81	5

Program Costs

Many alternative programs receive excess staff allocations to help the program achieve its unique goals. Excess staff are defined as teachers and instructional assistants who are assigned to alternative programs in addition to regular staffing allocations. Similarly, additional non-personnel budget allocations are given to alternative programs as supplements to allocations routinely made to schools. It should be noted, however, that excess teaching staff members are not additional staff beyond the number needed to comply with the pupil-teacher ratio required by Senate Bill 170. Thus, the costs reported for excess staff in alternative programs do not represent additions to the school system budget.

A summary of the number of excess teachers and instructional assistants assigned to alternative programs during the 1986-87 school year is shown in Table 18. The cost figures shown in this table are based on average salaries for the school year and they include expenditures for benefits as a percentage of the average salaries. These were a total of 151.9 excess teachers and 87.0 excess instructional assistants for the 1986-87 school year.

Table 18. Estimated Excess Staff Costs of Alternative Programs, 1986-87.

Program	Teachers	Instructional Assistants	Cost
Academy of World Languages	5.25		$183,813.00
1 Site		0.0	
Applied Arts Academy	2.0		70,024.00
1 Site		0.0	
Elementary College Preparatory	1.0		35,012.00
6 Sites		0.0	
Elementary Individually Guided Education	19.5		682,734.00
5 Sites		26.0	259,610.00
Elementary Academy of Mathematics and Science	1.0		35,012.00
1 Site		0.0	
Extended Day Enrichment Program	2.5		87,530.00
1 Site		1.0	9,985.00
French Bilingual	7.5		262,590.00
3 Sites		0.0	
Fundamental Academy	3.0		105,036.00
2 Sites		0.0	
German Bilingual	6.0		210,072.00
1 Site		1.0	9,985.00
Individual Progress and Social Impact Program	1.0		35,012.00
2 Sites		0.0	
Intermediate University Demonstration School	1.0		35,012.00
1 Site		0.0	
Montessori	15.0		525,180.00
2 Sites		50.0	499,250.00
Multi-Age	2.5		87,530.00
1 Site		0.0	
Primary Arts Enrichment	7.15		250,336.00
1 Site		1.0	9,985.00

Table 18. (Continued)

Program	Instructional Teachers	Assistants	Cost
Reading/Language Arts			
Demonstration Center	9.0		$297,602.00
2 Sites		5.0	49,925.00
Spanish Bilingual	9.5		332,614.00
5 Sites		0.0	
Cincinnati Academy of			
Mathematics and Science	6.0		210,072.00
1 Site		2.0	19,970.00
Cincinnati Academy of			
Physical Education	16.5		577,698.00
2 Sites		0.0	
Cincinnati Bilingual Academy	4.5		157,554.00
1 Site		0.0	
City-Wide Learning Community	1.5		56,606.00
1 Site		0.0	
Computers Unlimited	1.5		56,606.00
1 Site		0.0	
International Studies Academy	6.0		210,072.00
1 Site		0.0	
Junior High College Readiness	10.0		350,120.00
4 Sites		0.0	
Shroder Paideia Program	4.0		140,048.00
1 Site		1.0	9,985.00
School for Creative and			
Performing Arts	9.0		315,108.00
1 Site		0.0	
Subtotals - Teachers			$5,273,981.00
Inst. Assistants			868,695.00
Total	151.9	87.0	$6,142,676.00

Non-personnel budget allocations made to alternative programs during the 1986-87 school year are presented in Table 19. These funds were allocated to programs for special needs related to equipment, supplies, supplementary books and inservice training. Comparative data from the 1985-86 school year are also shown in the table.

Table 19. Comparison of Non-Personnel Budget for Alternative Programs, 1985-86 and 1986-87.

Program	1985-86	1986-87
Academy of World Languages	$ 44,261	$ 7,860
Applied Arts Academy	805	574
Bilingual Programs	18,050	28,220
Elementary College Preparatory	6,230	6,433
Elementary Individually Guided Education	15,057	13,993
Elementary Academy of Mathematics & Science	455	588
Extended Day Enrichment Program	9,900	9,900
Fundamental Academy	5,950	6,699
Individual Progress and Social Impact Program	3,640	2,030
Intermediate University Demonstration School	4,900	3,346
Montessori	30,265	39,511
Multi-Age	4,620	8,480
Reading/Language Arts Demonstration Center	4,270	44,845
Cincinnati Academy of Mathematics & Science	4,430	31,385
Cincinnati Academy of Physical Education	32,000	18,505
City-Wide Learning Community	4,200	5,750
Computers Unlimited	160,000	160,000
International Studies Academy	21,300	27,300
Junior High College Readiness	3,745	3,472
Paideia	---	94,748
School for Creative and Performing Arts	7,805	8,323
Total Allocated	$381,973	$518,962

Summary

The addition of two new alternative programs helped to increase the alternative program enrollment by 1094 students, for a total of 16,612 students during the 1986-87 school year. Racial balance guidelines were met by 37 of 48 alternative programs.

An analysis of California Achievement Test results indicated that alternative students scored higher than non-alternative students in both reading and mathematics. This analysis also showed that alternative students made better progress during the year than non-alternative students in both reading and mathematics. Neither group, however, met the expected achievement growth for the 1986-87 school year.

Students, parents, and teachers involved in alternative programs gave consistently more positive responses than their peers in non-alternative programs on surveys which assessed attitudes toward a number of school factors.

Monies allocated for excess teachers and instructional assistant in alternative programs totaled approximately $6,142,676.00. The budget allocations for non-personnel costs amounted to $518,962.00.

Approved:
Joseph F. Gastright
Evaluation Branch

3. Open Enrollment Program

If the saying, "Simple solutions are best" is true, then the Open Enrollment Program as operated by Cincinnati Public Schools helps to prove the adage. Over the past fifteen years, thousands of students have attended schools other than their neighborhood or an alternative school under the provisions of the Open Enrollment Program. It provides an opportunity for parents to enroll their children in any school in the district as long as that enrollment does not increase racial imbalance in either the sending or receiving school. Therefore, if a multi-cultural educational experience is desired, but the parents and student prefer the traditional neighborhood approach as opposed to one of the alternative curricula, open enrollment is the answer. It is, in reality, another alternative education choice.

The number of students participating rose to 1,195 for 1986-87, for a net increase of 118. Since this report may serve some purpose as a mid-settlement reference, the 1987-88 data have also been included in the Appendix. The current year's data, once again, show the number participating in the Open Enrollment Program rising to a total of 1,233. The racial composition of the group, however, remains heavily skewed; about 97% are black.

The statistical breakdown of sending/receiving schools, grade level, and race may be seen in Appendix F for both 1986-87 and 1987-88. An extensive evaluation of Open Enrollment student achievement has been completed by the district but had not been released as of the date of this report. It should be added as part of Appendix F when it becomes available.

4. Staff Racial Balance

Since 1974, district policy states that the percent of minority teachers in each school should approximate that of the system's teaching staff as a whole. The following report submitted by the district shows that all schools except Sands and Walnut Hills meet or exceed the criterion.

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1987-88

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of Black and White teachers on the faculty of each school and be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of Black teachers in each school. The percent of Black teachers in the district for 1987-88 is thirty-three at the elementary and middle school level and twenty-seven at the junior and senior high school level. Each school is listed with the number of teachers on the staff, the number of Black teachers currently assigned and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance Min.	Mean.	Max.
Aiken	88.33	23.67	19	24	28
Anderson Place	30.67	10	9	10	12
Bloom	33.5	8.5	7	9	11
Bond Hill	22.17	7.5	6	7	8
Bramble	17.5	7	5	6	7
Burton	24.67	8	7	8	9
C.A.P.E.	98.34	23	22	27	31
Carson	21.5	7	6	7	8
Carthage	21.3	6	6	7	8
Central Fairmount	27.5	9	8	9	10
Chase	37	13	11	12	14
Cheviot	22	7	6	7	8
Clifton	28	10	8	9	11
College Hill	25	8.5	7	8	10
Covedale	25.17	8	7	8	10
Crest Hills	30	13	8	10	11
Dater	45	13	10	12	14
Douglass	35.7	12	10	12	13
Eastern Hills	36	13	10	12	14
Fairview	29	10	8	10	11
Gamble	38	12	11	13	14

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1987-88

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Hartwell	28	8	8	9	11
Hays	24.5	8	7	8	9
Heberle	34	10	10	11	13
Heinold	33	13	9	11	13
Hoffman	18.5	6	5	6	7
Hughes	80.67	27	18	22	26
Hyde Park	18.5	5.5	5	6	7
Kilgour	19	6	5	6	7
Kirby Road	22.5	8	6	7	9
Linwood	15.5	5	4	5	6
Losantiville	20.5	7	6	7	8
McKinley	14.1	4	4	5	5
Merry	41	16	11	14	16
Midway	23	7	6	8	9
Millvale	18	7	5	6	7
Mt. Airy	29	9	8	10	11
Mt. Washington	23	8	6	8	9
North Avondale	25.5	8	7	8	10
North Fairmount	22	6.5	6	7	8
Oyler	29.5	8	8	10	11
Parham	24.5	9	7	8	9
Peoples	47	16	13	16	18
Pleasant Hill	29.37	10	8	10	11
Pleasant Ridge	28.5	11	8	9	11
Porter	29	7.5	6	8	9
Quebec Heights	37.5	12	11	12	14
Roberts	41	10	9	11	13
Rockdale	32.5	10	9	11	12
Roll Hill	26	10	7	9	10
Roosevelt	16.5	6.5	5	5	6
Roselawn-Condon	38.17	13	11	13	15
Rothenberg	31.2	10	9	10	12
S.C.P.A.	56.37	13	12	15	18
Sands Montessori	33	7	9	11	13
Sawyer C.B.A./A.W.L.	40.5	11	11	13	15
Sayler Park	22	6	6	7	8
Schiel (PSAE)	22.3	9	6	8	9
Schwab	47	13.5	13	16	18
Shroder (Paideia)	27	9	6	7	9
Silverton	25	7	7	8	10
South Avondale	23.5	10	7	8	9
Swifton	17.1	6	5	6	6

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1987-88

School	Total Teaching Staff	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Taft High School	62.16	21	14	17	19
Taft Elem.	22	7	6	7	8
Vine	17.6	6	5	6	7
Walnut Hills	97	20.5	21	26	31
Washburn	25	8	7	8	10
Washington Park	31	10	9	10	12
Western Hills	122	29	27	33	39
Westwood	23.5	7	7	8	9
Whittier	32	9	9	11	12
Windsor	17.3	6	5	6	7
Winton Place	23.5	8	7	8	9
Withrow	125.70	31.50	28	34	40
Woodford	20	6	6	7	8
Woodward	89.33	20.83	20	24	28

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1987-88

Compliance Summary For Racial Balance Of Schools

	Elementary	Secondary	Total
Below Minimum	1	1	2
At Minimum	10	0	10
Between Minimum & Mean	5	11	16
At Mean	26	2	28
Between Mean & Maximum	7	1	8
At Maximum	7	2	9
Above Maximum	2	2	4
	58	19	77

Schools Below Minimum:

- Sands Elementary
- Walnut Hills Senior High

Schools Above Maximum:

- Crest Hills Middle School
- Hughes High School
- Roosevelt
- South Avondale
- Taft High School

APGEYR027/4

5. Unbiased Tests and Policies

A. Minority Acceleration Program - Walnut Hills (M.A.P.)

A special note is hereby made of M.A.P. at Walnut Hills for being a positive example of what school-based staff can do to help achieve the goals of the Bronson Settlement, as well as helping their students and school at the same time. Of particular interest is the fact that when M.A.P. funding for 1987-88 appeared doubtful at best, the staff volunteered to continue the program without pay and even increased the amount of time they were devoting. (I am happy to report that renewed funding has since been promised.)

This program focused upon 7th grade Walnut Hills students who were at risk of not passing. Basically, M.A.P. provided in-school tutoring/advisory service by regular staff teachers who also served as a direct liaison among classroom teachers, parents, and students.

Although the results of the program were marginal, and the program itself was so small that it totaled only 23 black children, it is a shining example of district staff members being concerned with the Spirit of the Bronson Settlement. The Letter of Bronson does not require such programs, and common wisdom would dictate that such a program has only minimal promise of any sustained and identifiable Taeuber improvement. Indeed, even if the program had been 100% successful, the Taeuber Index would have hardly moved. But in the opinions of many, the wisdom, concern, and actions of the staff have addressed a critical issue which will help not just the students already enrolled at Walnut Hills, but also give encouragement to those yet to come by demonstrating that there are teachers who really care.

A summary of M.A.P. may be found on the following page.

The M.A.P. Evaluation Report is contained in Appendix G.

MINORITY ACCELERATION PROGRAM
WALNUT HILLS HIGH SCHOOL
EVALUATION REPORT SUMMARY

The Walnut Hills Minority Acceleration Program (M.A.P.) identified 7th grade students who were at risk of not being promoted and of not continuing at Walnut Hills. Students who were selected for participation were provided additional support in the form of teacher advisors, peer tutors, study skills training, and summer school. A close liaison was established with parents who were given training in strategies related to increased achievement.

Thirty-three students (8% of the 7th grade) were selected for M.A.P. as the group most at risk. The group was 70% Black and 30% White (including several White Appalachian students). The mean initial score on the S.C.P.P. for students in the M.A.P. group was 173. A student cannot qualify for admittance to Walnut Hills with a score below 190. 58% of the students in the M.A.P. group did not qualify for admittance to Walnut Hills on the basis of their initial S.C.P.P. score, but did qualify when re-tested. All M.A.P. students received mid-term notices in more than half of their subjects first quarter.

Students met daily in small groups with teacher advisors and peer tutors during their study hall period. Their homework and study habits were carefully monitored. Parents of M.A.P. participants were vital team members. Workshops were conducted, phone conferences were held, and letters were sent home which included tips for parents to help ensure their child's success. Teacher advisors averaged at least one contact each month with each parent. Evaluation surveys indicated that parents felt M.A.P. had been most successful in increasing their child's self-confidence and in helping their child with study and organizational skills.

After this intensive support program, 49% of the highest risk students were promoted to grade 8 (6% transferred or withdrew, 45% failed). Although attrition rates for Black students at Walnut Hills tend to be higher at grade 7 than attrition rates for White students, in the M.A.P. program 12 of 23 (52%) of the Black students were eligible to continue at Walnut Hills compared to 3 of 10 (30%) of the White students (2 of 10 White students withdrew during the year). Overall, the percentage of 7th grade students wit[illegible]wing from Walnut Hills during the year declined by 2% in 1986 - 87 compared to 1985 - 86. In addition, the failure rate of seventh graders who attended the entire year also decreased by 2% compared to the previous year.

The M.A.P. program has stimulated several other initiatives promoting seventh grade achievement. Latin I and English 7 teachers have developed a common curriculum to teach/review fundamental grammar concepts during the first marking period. This is intended to prevent students from becoming irretrievably lost in Latin at the start of the year. Also, senior homerooms have been paired with seventh grade homerooms so new students can be welcomed and advised by successful upper-class students. In sum, the first pilot year of the M.A.P. program led to retention and promotion of half of the seventh grade students selected as most at risk, while spawning other promising strategies to increase 7th grade achievement.

B. Unbiased Tests

The issue of bias within the standardized testing programs which are routinely conducted by the district was comprehensively examined in both the 1984-85 and 1985-86 Bronson Settlement reports. There appears to be no evidence to support a criticism that the Cincinnati Public Schools´ testing program is outside the prevailing professional standards of fairness regarding race and gender equity. There appears at this time no reason to suspect that any significant change had occurred since essentially the same tests (California Achievement Test and CIMS) are continued to be utilized.

C. Suspension and Expulsion Policy

The 1986-87 suspension data shows an approximate 3 to 1 suspension ratio of blacks to whites at both senior high and elementary levels (see Appendix H). This statistic continues to be a source of concern to both the Cincinnati Public School staff and community. The simple-minded retort, "Should we suspend more whites just to keep the balance?" is no longer considered remotely humorous, and has never been acceptable. Positive steps to remedy the situation are expected and should be given a high priority in the near future. The general consensus is that the district ad hoc discipline committee and the Communitywide Task Force have studied the problem sufficiently. Their recommendations were translated into a plan of action which will be started in all schools as soon as the "Analysis of Racial and Gender Balance" procedures are approved for use. This process is discussed in Section 6, "Isolation Within Buildings," which follows.

The ad hoc discipline committee, which was mandated under paragraph 6 of the Agreement, has since been renamed the Systemwide Discipline Review Committee. The committee is organized into five sub-committees and each is actively pursuing specific sub-committee objectives. The proposed mission statement, roster of members, and sub-committee assignments are contained in Appendix I. Monthly updates on progress are contained in the Settlement Agreement Status Reports (#14) which are shown in Appendix D.

One major undertaking of the committee was to rewrite some sections of the Discipline Policy, especially those that require automatic suspension. These revisions were forwarded to the Program Committee in the spring of 1987, but as of the date of this printing, have neither been approved nor rejected.

6. Isolation Within Buildings

The district established a review committee in 1985-86 to examine this issue along with the current Board policies that bear upon it. In the process, the definition of "isolation" was expanded to include all types of student grouping, including suspension and expulsion. The committee found that although the policies were adequate, there existed a need to monitor the situation districtwide to determine precisely what the status was in each building. It developed a procedure that each principal could follow that would determine how well students were integrated within a given school.

Hence, a system for "Monitoring Racial Balance Within School Buildings" was developed by the committee for self-study use by building principals in 1986-87. Each school analyzed its shortcomings and/or strengths as well as the procedure itself, and it has been reported that the Area Directors did, in fact, approve each principal´s plan/report.

Using the feedback from the schools, the committee refined and revised the procedure by July, 1987 so that it could be implemented at the beginning of school year 1987-88. The document awaits the required approval until it can become an official and required part of school operation. Unfortunately, approval was not yet received at the time this report was prepared for printing. A copy of the unrevised procedure can be found in the Facilitator´s Report: Bronson Settlement, 1985-86, pp. 27-35.

Assuming that the revised forms and procedures will be approved at some point in the future, they should be inserted in this section along with whatever applicable summary statistics are available.

Should these procedures fail to win approval, a serious void will have been created that will require immediate attention.

7. Improvements in Low Achieving Schools

The following evaluation report submitted by the district describes rather modest overall progress of the seven low achieving schools. Although there were outstanding gains demonstrated by three or four schools, the others remained virtually at their original levels. In an extra effort to attempt to identify why progress was so difficult in those schools, detailed school profiles were developed during the winter of 1987 so that additional remedial efforts could address the specific problems of each school. Other than that, the program remained essentially as described in the 1985-86 Bronson Settlement report.

Hopefully, the district will be able to find the means to accelerate the slower schools this year. The Facilitator conducted a special review of the LAST Program at the end of school year 1985-86 and made a recommendation at that time for the district to put forth a concerted review of its own. Aside from the publication of school profiles, little identifiable change seems to have taken place in the educational processes of the three lowest schools. It seems obvious that the old approaches have not worked in the past and are not working in the present. In the judgment of the Facilitator, the enriched School Improvement Program model was a good beginning. However, when it was clear after the second year that not much progress was being made by the three lowest schools, significant changes were in order. When the non-results were replicated in the third year, it is difficult to understand why the same program was continued. It would seem only reasonable that major changes in all phases of the existing educational packages found in these schools would have taken place by now.

Although the district efforts may be sufficient to satisfy the requirements outlined by the Settlement Agreement, there is little reason to take pride in the educational approach that continues.

Evaluation
Branch

THE LOW-ACHIEVING SCHOOLS PROGRAM

By: Mrs. Mary A. Gladden
Dr. Jack L. Lewis

October, 1987

Cincinnati Public Schools
Office of the Superintendent

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Executive Summary

This report contains a summary of evaluative data on seven schools which have participated for three years in a Low-Achieving Schools program (LAS). Schools identified in 1983 as having the lowest percentage of students at or above the national norm in reading were selected for this program. Statistics are reported for program enrollment, racial composition, achievement on standardized tests, and attitudes of students, parents, and staff. Program budget data are also presented to describe necessary program costs in excess of regular school operating costs.

The number of students attending LAS program schools for the 1986-87 school year was 2,960, and 82% of these students were black.

An analysis of the achievement data for the 1986-87 school year showed that LAS program schools maintained the same percentage of students at or above the national norm in reading, and increased the percentage of students at or above the national norm in mathematics. Further analysis of the test data revealed that program schools experienced a moderate loss in reading achievement as compared with program expectations and remained essentially the same in mathematics. Parents and students in these schools reported positive attitudes toward their school and its educational program, but teachers in LAS program schools reported less positive attitudes compared to their peers across the system.

Over a three-year period, the LAS program has met many of its stated objectives for improving student achievement levels in reading and mathematics. Many program schools remain low, however, in a ranking of schools based upon student achievement levels.

The budget allocation for LAS program schools in excess of regular school operating costs was $697,698 for the 1986-87 school year.

THE LOW-ACHIEVING SCHOOLS PROGRAM

Introduction

The Low-Achieving Schools (LAS) Program was implemented in September of 1984 in an effort to improve student achievement levels in participating schools. The primary impetus for this program was the 1984 negotiated settlement between the Cincinnati Public Schools and the National Association for the Advancement of Colored People. This settlement, termed the Bronson Settlement Agreement, established racial balance goals for the school system and mandated special efforts to address the educational needs of students in low-achieving schools. An amount of approximately five million dollars to be spent over a period of seven years was allocated to this program under the terms of this agreement.

The seven lowest elementary schools in a ranking of schools based on student reading scores were selected for this program. They were Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor elementary schools. The specific measure used to develop this ranking was the percentage of students scoring at or above the national norm in reading on the April, 1983 California Achievement Test.

The program which has been operated in these seven schools since 1984 had as its basis the findings from research on school effectiveness. Efforts were made through this program to create school conditions found to be present in effective schools.

The purpose of this report is to present findings from an evaluation of the LAS program. Contained in this report are data and information on program accomplishments toward stated goals after a three-year period as well as data and information about program results for the 1986-87 school year.

Program Description

Program Goals

Two goals were established for the LAS program at its inception. These goals called for improved student achievement in reading and mathematics by an amount that at least equaled systemwide achievement gains during the same time period, and for an improvement in the achievement ranking of program schools as compared with other elementary schools in the system.

The following objectives were developed from these goals.

LAS Program Objective for Reading - Over a three-year period, low-achieving schools on the average will achieve a gain of at least 15 percentage points in the percentage of students scoring at or above the national norm in reading as measured by the California Achievement Test.

LAS Program Objective for Mathematics - Over a three year period, low-achieving schools on the average will achieve a gain of at least 10 percentage points in the percentage of students scoring at or above the national norm in mathematics as measured by the California Achievement Test.

It was expected that accomplishment of these objectives would result in higher rankings on the part of LAS schools as compared with other elementary schools in the system on achievement test results.

Program Resources

Schools in the LAS program were provided with extra resources to enhance accomplishment of the stated goals. Six of the seven schools received an additional staff position beyond the normal staff allocation. The individuals filling these positions had the responsibility of coordinating the schools' instructional program. They assisted teachers in the development of lesson plans and with the implementation of effective teaching strategies, facilitated all testing programs, conducted classroom observations, and provided leadership in conjunction with the school principal to help the school develop the qualities shown by effective schools. The assistant principal in the one school that did not receive this extra position assumed the duties of coordinator for that school's instructional program.

Each program school also utilized the Open Court reading series. This series was selected based on the level of success realized in other elementary schools in the system which had used it in previous years. A consultant was available from the developer to assist schools with the orientation and training of teachers in the use of this series.

Other program elements among LAS schools included a summer school program (both remedial and enrichment), additional instructional support personnel (both teachers and instructor assistants), staff development workshops, computer labs, and the extension of the ECIA Chapter 1 program to focus on improving mathematics achievement.

Program Budget

A total of $697,698 was allocated for the LAS program during the 1986-87 school year. These funds were allocated to schools according to a formula which included an amount per pupil and set amounts for summer school and instructional leadership expenses. The amount allocated to each school is shown in Table 1.

Table 1. Low-Achieving Schools Program Budget by School, 1986-87.

School	Program Allocation
Hays	$ 93,420
Heberle	111,270
Heinold	109,740
Hoffman	85,892
Rothenberg	109,128
Washington Park	104,130
Windsor	85,118
TOTAL	$697,698

Evaluation Results

Student Enrollment

Student enrollment and racial composition data by school as of October of 1986, are shown in Table 2. A total of 3,308 students were enrolled in LAS schools, and this was an increase of 51 students from the previous year. Of all students enrolled in LAS schools, 83.6% were black, a small decline of 0.4% from 1985-86.

Table 2. Student Membership in LAS Program Schools, October,1986.

School	Total	Number of Black Students	Percent Black
Hays	401	398	99.3%
Heberle	575	407	70.8
Heinold	551	347	63.0
Hoffman	348	345	99.1
Rothenberg	534	477	89.3
Washington Park	572	470	82.2
Windsor	327	320	97.9
TOTAL	3308	2764	83.6%

Achievement Status

The California Achievement Test (CAT) was administered in April of 1987 to all students in grades 1-11. The number and percentage of low-achieving program students in the three stanine categories--below average (stanines 1, 2 and 3), average (stanines 4, 5 and 6), and above average (stanines 7, 8 and 9), are reported in Table 3. The data presented in Table 3 indicated that 66% of LAS program students are in the average achievement level in reading, with 22% in the below average level, and 11% in the above average level. These data are based on CAT total reading scores.

An achievement test is designed to determine the knowledge and skills that students have acquired in specified content areas at a certain point in time. Achievement tests can be norm-referenced which means scores can be compared to a relative standard. These tests show how well a student performs in relation to a norm group (a pre-determined group with specified characteristics). The California Achievement Test is such a norm-referenced test.

Table 3. Reading and Mathematics Achievement Scores in LAS Program Schools, April, 1987.

	Number and Percentage of Students by Stanine Category					
	Below Average Stanines 1-3		Average Stanines 4-6		Above Average Stanines 7-9	
	TR	TM	TR	TM	TR	TM
School	N (%))	N (%)	N (%)	N (%)	N (%)	N (%)
Hays	83 (29.4)	71 (25.2)	178 (63.1)	173 (61.3)	21 (7.4)	38 (13.5)
Heberle	73 (17.5)	62 (14.1)	304 (73.1)	285 (64.8)	39 (9.4)	93 (21.1)
Heinold	72 (17.3)	56 (13.4)	299 (71.9)	286 (68.3)	45 (10.8)	77 (18.4)
Hoffman	36 (11.7)	34 (10.9)	200 (65.1)	179 (57.6)	71 (23.1)	98 (31.5)
Rothenberg	133 (34.8)	172 (44.2)	232 (60.7)	194 (49.9)	17 (4.5)	23 (5.9)
Washington Park	104 (24.6)	107 (25.4)	282 (66.8)	254 (60.3)	36 (8.5)	60 (14.3)
Windsor	61 (22.1)	39 (14.0)	170 (61.6)	159 (57.0)	45 (16.3)	81 (29.0)
Summary Data	562 (22.4)	541 (21.3)	1665 (66.6)	1530 (60.2)	274 (11.0)	470 (18.5)

Shown in Table 4 is a comparison of the percentage of students at or above the national norm for LAS program schools from 1984 to 1987.

An analysis of these data revealed that LAS program schools did not increase between 1986 and 1987 in the percentage of students at or above the national norm in reading. A gain of 1.8% was achieved, however, in the percentage of students at or above the national norm in mathematics. A comparison of April of 1984 results (the baseline year) with April of 1987 results indicate that gains of 12.6% in reading and 15.3% in mathematics had been realized during the three-year program period to date.

Table 4. Reading and Mathematics Scores in Low-Achieving Schools by Year, 1984 to 1987.

	Percentage of Students at or Above National Norm*					
School	1984	1985	1986	1987	Gain 1986-1987	Gain 1984-1987
	READING					
Hays	26.0%	28.7%	35.4%	29.4%	-6.0%	+3.4
Heberle	25.3	32.5	35.3	40.9	+5.6	+15.6
Heinold	27.6	28.9	43.1	44.7	+1.6	+17.1
Hoffman	37.3	43.3	56.3	58.3	+2.0	+21.0
Rothenberg	22.4	27.4	27.2	24.3	-2.9	+1.9
Washington Park	23.2	35.5	40.1	35.1	-5.0	+11.9
Windsor	27.8	24.2	41.7	42.8	+1.1	+15.0
Average Value	26.8%	31.5%	39.4%	39.4%	0.0%	+12.6
System Average (Grades 1-6)	52.6%	53.4%	56.5%	56.4%	-0.1%	+3.8

Table 4. Continued

School	Percentage of Students at or Above National Norm* 1984	1985	1986	1987	Gain 1986-1987	Gain 1984-1987
	MATHEMATICS					
Hays	40.7%	48.6%	53.7%	47.2%	-6.5%	+6.5
Heberle	46.6	45.4	55.9	59.5	+3.6	+12.9
Heinold	38.8	40.0	52.0	55.1	+3.1	+16.3
Hoffman	39.7	37.9	64.3	67.8	+3.5	+28.1
Rothenberg	22.4	29.6	31.0	23.4	-7.6	+1.0
Washington Park	39.1	39.0	43.8	43.5	-0.3	+4.4
Windsor	28.4	35.0	59.9	65.9	+6.0	+37.5
Average Value	37.0%	39.3%	50.4%	52.2%	+1.8%	+15.3
System Average (Grades 1-6)	58.1%	58.4%	62.2%	62.8%	+0.6%	+4.7

*These data include scores for all students tested at each school.

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for LAS program students on the California Achievement Test are presented in Table 5. Data for promoted students in grades 2-6 who were tested in April of 1986 and again in April of 1987 are included. Gain scores cannot be computed for grade 1 students, since the necessary baseline data are not obtained during the kindergarten year.

In reviewing the gain data it is important to remember that if students maintain their NCE scores from year to year (resulting in a gain of 0), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain.

An analysis of the data in Table 5 revealed that LAS program students had less than the expected achievement gain in reading and essentially matched the expected gain in mathematics for 1986-87. A review of gain data for program schools from 1984 to 1987 revealed average gains of 2.3 NCEs in reading and 4.8 NCEs in mathematics. LAS program students had higher average gains compared to systemwide results for both the 1986-87 and the 1984 to 1987 comparisons.

Table 5. Achievement Gains in LAS Program Schools, 1984 to 1987.

	TOTAL READING*					
School	Average NCE 1984	Average NCE 1985	Average NCE 1986	Average NCE 1987	Gain 1986-87	Gain 1984-1987
Hays	42.2	44.9	45.0	42.3	-2.6	+0.1
Heberle	43.6	43.9	47.6	46.2	-1.4	+2.6
Heinold	45.3	45.8	48.0	47.3	-0.7	+2.0
Hoffman	46.4	50.9	53.0	53.0	0.0	+6.6
Rothenberg	39.6	42.5	42.6	39.9	-2.7	+0.3
Washington Park	42.4	46.2	46.4	44.4	-1.9	+2.0
Windsor	43.6	44.0	49.0	45.6	-3.4	+2.0
Average for Low Achieving Schools	43.2	45.3	47.3	45.5	-1.8	+2.3
Average for System (Grades 2-6)	53.7	54.5	54.9	53.0	-1.9	-0.7

	TOTAL MATHEMATICS*					
School	Average NCE 1984	Average NCE 1985	Average NCE 1986	Average NCE 1987	Gain 1986-87	Gain 1984-1987
Hays	43.8	50.6	51.4	49.7	-1.7	+5.9
Heberle	50.1	47.1	53.0	55.2	+2.2	+5.1
Heinold	47.4	50.1	52.5	52.7	+0.3	+5.3
Hoffman	48.7	48.1	54.6	57.3	+2.6	+8.6
Rothenberg	38.9	42.5	43.7	37.7	-6.0	-1.2
Washington Park	45.3	45.4	46.6	46.4	-0.3	+1.1
Windsor	42.3	45.3	51.1	53.8	+2.7	+11.5
Average for Low Achieving Schools	45.4	46.7	50.3	50.2	-0.1	+4.8
Average for System (Grades 2-6)	55.4	55.7	56.9	56.2	-0.7	+0.8

* These data include scores for matched, promoted students only.

School Rankings by Achievement Level

The seven schools participating in the LAS program were selected initially because they were the lowest in average achievement level among all elementary schools in the system. A new ranking of schools was prepared based on April of 1987 test results, and the rankings of LAS program schools were reviewed to determine whether improvements in rankings had been realized. Results of this analysis are summarized in Table 6.

Table 6. Rankings of LAS Program Schools in Reading and Mathematics, April, 1984 to April, 1987.

	Rank Among All Elementary Schools*					
School	1984	1985	1986	1987	Gain 1986–1987	Gain 1984–1987
			READING			
Hoffman	11	17	28	33	+5	+22
Heinold	5	4	12	13	+1	+ 8
Windsor	6	1	11	10	–1	+ 4
Heberle	3	6	5	8	+3	+ 5
Washington Park	2	10	8	3	–5	+ 1
Hays	4	3	6	2	–4	– 2
Rothenberg	1	2	1	1	0	0
			MATHEMATICS			
Hoffman	8	4	34	39	+6	+31
Windsor	2	2	27	35	+8	+33
Heberle	17	14	19	21	+2	+ 4
Heinold	6	7	11	15	+4	+ 9
Hays	9	18	15	9	–6	0
Washington Park	7	6	5	5	0	–2
Rothenberg	1	1	1	1	0	0

* These rankings range from 1 for the lowest school to 58 for the highest school based upon the percentage of students scoring at or above the national norm.

It can be seen from the data in Table 6 that three program schools improved their rank in reading and four improved their rank in mathematics during the 1986-87 school year. It can also be seen that only three program schools remained among the lowest seven schools in reading based on the April of 1987 test results, and that only two schools remained among the seven lowest schools in mathematics.

Over the three year period from 1984 to 1987, five of the seven program schools did move up in the achievement rankings of schools in reading, and Hoffman made an improvement of 22 positions in the rankings. Both Hoffman and Windsor made even larger improvements in mathematics.

Student Attitudes

During the fall of 1986, School Information System (SIS) surveys were administered to students at the elementary, junior and senior high school levels. Surveys were completed by 1176 LAS program students in grades 3-6.

Five items on the student survey were designed to measure how students felt about school and their teachers, and the responses are summarized in Table 7, for 1986. Results indicated that LAS students responded more positively to survey items than did the students systemwide on four of the five items.

Table 7. Student Attitudes Toward School, Fall, 1986 (Average of All Students, Grades 3-6).

	Percentage of Yes Responses		
Survey Item	LAS Students 1986	System Average 1986	Difference 1986
I like school.	78%	73%	+5
I like my school.	72	71	+1
My teachers care about me.	78	79	-1
School helps me feel good about myself.	74	73	+1
Most of my schoolwork is interesting.	81	74	+7

Parent Attitudes

Surveys were also sent to parents with children in elementary schools to assess parental attitudes toward their child's school. Surveys were completed by 665 parents of students from LAS program schools.

Five items relating to parent attitude toward school are shown in Table 8. LAS program parents gave somewhat more positive responses on four of five items, although no difference exceeded 4%. The item rated highest by LAS parents indicated that parents felt the schools had done a good job teaching basic skills.

Table 8. Parent Attitudes Toward School, Spring, 1986.

Item	Percentage of Yes Responses LAS Parents 1986	 System Average 1986	 Difference 1986
Does your child's school teach what you think should be taught?	83%	84%	-1%
Are you satisfied with the quality of teaching at your child's school?	78	75	+3
Has the school done a good job of teaching your child basic skills such as reading?	86	83	+3
Do you believe your child's teachers take a personal interest in him/her?	67	66	+1
Do you feel your school's programs are meeting the individual needs of your child?	71	67	+4

Teacher Attitudes

The School Information System teacher survey was administered in the fall of 1986. A total of 174 surveys were returned by teachers at LAS program schools The survey form used a 1 (poor) to 7 (excellent) rating scale, with a rating of 4 considered average.

The mean ratings by teachers on five items used to assess teacher attitude toward school are shown in Table 9. The items showing the greatest difference in ratings are "staff morale in our school", "my morale as it relates to my school" and "satisfaction with my teaching assignment." LAS program teachers gave less positive ratings on all five items than did system teachers as a whole.

Table 9. Teacher Attitudes Toward School, Fall, 1986.

Item	Percentage of Yes Responses LAS Teachers 1986	 System Average 1986	 Difference 1986
Satisfaction with my teaching assignment	5.01	5.79	-.78
General quality of teaching in our school	5.44	5.66	-.22
Administration(s) cooperation with the teachers in our school	4.91	5.44	-.53
My morale as it relates to my school	4.50	5.46	-.96
Staff morale in our school	3.91	4.94	-1.03

Effective Schools Survey Data

On the 1986 fall SIS survey, special items were added to the student and teacher surveys related to the effectiveness of schools. These items were developed to see whether some of the known characteristics of effective schools were being achieved as perceived by students and staff. A key objective was the identification of schools needing assistance in this area.

Student Survey. Fifteen items related to effectiveness of schools were added to the 1986 fall student survey. An analysis of survey results indicated that average results for five of the seven schools exceeded the system average. The two schools below the system average were within 2 percentage points of this value. (See Table 10.)

Table 10. Perceptions of LAS Program Students Toward School Accomplishment of Effective School Characteristics, Fall, 1986.

	LAS Schools							
	Hays	Heberle	Heinold	Hoffman	Rothenberg	Wash. Park	Windsor	System
1. I know what I am expected to learn in my classes.	92%	93%	85%	92%	84%	89%	92%	87%
2. My teachers tell me I can learn.	97	96	93	94	95	98	92	92
3. I come to school to get a good education.	98	98	94	100	98	98	94	96
4. My teachers give tests often.	76	71	81	88	93	78	72	78
5 I get my test papers back quickly to see how I am doing.	69	66	69	60	67	75	61	67
6. My school is quiet and neat so students can learn.	53	52	49	54	40	62	49	53
7. My teachers are warm and caring.	83	71	67	59	63	64	75	67
8. My school has clear rules of behavior.	87	91	81	89	90	92	82	87
9. My school has few interruptions during class time.	77	86	72	91	88	76	74	76
10. All the students in my class take part in the lesson.	84	82	80	70	71	78	74	72
11. I get homework assignments almost every day.	91	98	87	98	92	90	94	89
12. My parents/guardians know what my teachers want me to learn.	89	95	81	85	89	84	83	85
13. Parents and other people work as tutors and helpers in my school.	78	78	70	87	78	64	75	79
14. My teachers praise me when I work hard.	93	73	70	72	77	83	75	77
15. My teachers think this is a good school.	68	87	82	83	75	78	83	79
Average	82%	82%	77%	81%	80%	81%	78%	79%

Teacher Survey. Twenty-six items related to effectiveness of schools were added to the 1986 fall teacher survey. Overall, LAS teachers did not rate their school as highly on these items as did teachers across the system. Responses to these survey items are shown in Table 11.

Table 11. Perceptions of LAS Program Teachers Toward School Accomplishment of Effective School Characteristics, Fall, 1986.

Item	Items Comprising the Following Categories:	Hays	Heberle	Heinold	Hoffman	Rothenberg	Wash. Park	Windsor	System Average
1.	My school has a clear, focused mission.	4.14	4.35	3.57	3.70	3.90	4.08	4.78	4.20
2.	My school is committed to instructional improvement.	4.57	4.57	4.29	4.70	4.10	4.36	4.89	4.54
3.	Improvement in academics is main focus of our school activities.	4.50	4.61	4.07	4.20	4.29	4.28	4.89	4.47
4.	Our principal effectively communicates the instructional mission of the school.	4.43	4.57	3.75*	4.30	4.05	4.29	4.65	4.30
5.	Our principal encourages staff working together to improve instruction.	4.43	4.39	4.21	4.30	4.57	3.96	4.71	4.36
6.	Our principal is able to mobilize resources to accomplish instructional goals.	4.07	4.52	3.75	4.10	3.81	4.32	4.24	4.16
7.	Our staff uses agreed upon objectives to guide instruction for each grade and subject.	4.00	3.96	4.00	3.90	3.71	3.52	4.33	4.08
8.	Our staff demonstrates that students can master basic skills.	4.23	3.96	3.71	3.80	3.29	3.24	4.06	3.95
9.	My school's goals related to student achievement are clearly understood by students.	3.86	3.70	3.64	4.00	3.52	3.80	4.22	3.91
10.	Our students' progress in basic skills is measured frequently.	4.43	4.48	4.29	4.10	4.10	4.25	4.50	4.43
11.	Test results are used to provide feedback to our students on their performance.	4.31	3.96	4.25	3.60	3.86	4.17	4.44	4.24
12.	The results of student assessment are used to improve the instructional program in our school.	4.36	4.04	4.11	3.70	3.95	4.08	4.61	4.26
13.	My school is quiet and neat so that students can learn.	3.07	3.35	3.96	3.70	3.19	3.00	4.39	3.98
14.	Our staff provides a warm and caring climate.	4.00	3.91	4.36	3.20	3.52	3.56	4.56	4.26
15.	Our staff establishes and enforces consistent behavior standards for students.	3.57	3.57	3.82	4.20	3.81	3.74	4.76	4.07
16.	Our school minimizes interruptions to the instructional program.	3.93	3.22	3.75	3.50	3.24	3.38	4.65	3.84
17.	Our teachers use techniques which ensure active involvement of all students.	4.07	3.91	3.89	3.70	3.52	3.82	3.94	4.09
18.	Homework is assigned on a regular basis in our school.	4.57	4.17	4.07	4.40	3.95	4.43	4.75	4.43
19.	Our teachers communicate their expectations for student achievement and behavior to to parents.	4.43	4.00	4.07	4.10	4.00	4.00	4.41	4.37
20.	Our school provides activities to assist parents in helping their children with school related work.	4.21	3.70	3.26	3.60	3.43	3.67	3.76	3.80
21.	Parents/Community assist our school in achieving its mission.	3.36	2.65	2.64	3.40	2.86	2.91	3.29	3.58
22.	Our staff works as a team at a highly professional level.	3.93	3.96	3.82	3.70	3.57	3.35	4.53	4.12
23.	Specialist teachers work with class teachers to assist individual students in their academic work.	3.77	4.00	3.93	3.90	3.57	3.59	3.69	3.95
24.	Teachers and other staff in our school support one another.	4.14	3.96	4.11	3.60	3.80	3.57	4.50	4.18
25.	Our teachers recognize the efforts of our students.	4.21	4.26	4.29	3.90	3.90	4.04	4.59	4.38
26.	Our teachers recognize the efforts of colleagues.	4.07	3.83	3.86	3.70	3.95	3.83	4.29	4.13
27.	Our staff is proud of our school.	3.64	3.87	4.04	3.70	3.33	3.67	4.47	4.25
	Average	4.09	3.98	3.91	3.88	3.73	3.81	4.40	4.16

Accomplishments Toward Program Goals and Objectives

Presented in Table 12 is a summary of LAS program accomplishments toward stated goals and objectives for the three year project period to date. Over this period, student achievement levels have increased at a rate that exceeds the system averages, and large improvements in student achievement levels have been observed in many of the seven program schools. Two program schools have greatly improved their rank among all elementary schools based upon student achievement levels, while some improvement in rank has been observed by two other program schools.

Overall, it can be seen from the information in Table 12 that the LAS program has met some of its three-year objectives and has made good progress toward the remaining objectives.

Table 12. Summary of LAS Program Accomplishments Toward Stated Goals and Objectives, 1984 to 1987.

Issue	Criterion Standard	Program Accomplishment	Accomplishment of Criterion Standard
Improvement in Reading Achievement	Achievement gain equal to or greater than systemwide average	Gains exceeded systemwide average	YES
	Gain of 15% in percentage of students at or above the national norm	Gain of 12.6%	NO
Improvement in Mathematics Achievement	Achievement gain equal to or greater than systemwide	Gains exceeded systemwide average	YES
	Gain of 10% in percentage of students at or above the national norm	Gain of 15.3%	YES
Improvement in School Rankings on Achievement	LAS schools would improve their rank in reading	Five LAS schools improved their rank	PARTIAL Accomplishment
	LAS schools would improve their rank in mathematics	Four LAS schools improved their rank	PARTIAL Accomplishment

Summary

Seven schools have participated in the Low-Achieving Schools program over a three-year period from 1984 to 1987. During the 1986-87 school year, a total of 2,960 students were enrolled in these schools.

An analysis of California Achievement Test results indicated that LAS program students have made greater improvements in achievement levels in both reading and mathematics as compared to system averages. The three year-program objective for student achievement gains was met in mathematics but not in reading.

Students and parents in LAS program schools demonstrated more positive attitudes toward their school than did their peers across the system. Ratings by teachers in LAS program schools were not as high as ratings by other teachers on a number of items pertaining to school characteristics and their morale on the job.

Overall, good progress has been made toward accomplishment of the program objectives even though many program schools remain low in a ranking of schools based upon student achievement levels.

8. Extracurricular Activities

An extensive effort was made by the district during 1986-87 to collect sufficient data from alternative schools to determine the reasons why students or schools do not participate in extracurricular activities. These data were processed over the summer and the results will be published before January, 1988. A preliminary belief by the persons closest to the study is that not much has changed since the 1984-85 evaluation. The major conclusions of that study were:

1. More transfer students participate than do non-transfer students.
2. About 1 in 3 of all students take part in one or more extracurriculars.
3. At least 43% of the alternative students participate.
4. In schools which are both alternative and neighborhood, the transfer students participate at a higher rate than do neighborhood students.
5. On the whole, black students participate at a slightly higher rate than non-black--27% to 22%.

The complete text of the 1984-85 report is contained as Appendix G in the Facilitator's Report: Bronson Settlement, 1984-85.

A popularly held belief is that transfer students would participate even more, if better transportation were to be provided for them later in the afternoon and/or evening at the conclusion of the activities. In response to this belief, a commitment has been made by the district that if this should prove to be the case, a responsible means of transportation will be furnished.

9. District/City Housing Activities

The Parties must stay aware of any large scale disruption of housing areas in the district. The implications on school racial balance is obvious. Even though no such activity, or even plans for such an activity, has occurred, it is encouraging to note that the Cincinnati Metropolitan Housing Authority (CMHA) and the school district have maintained a continuous dialogue for the past three years. Participation by the Communitywide Task Force on the CMHA virtually assures that the communication and cooperation will continue. The following report from the Cincinnati Public Schools summarizes the activities of the district and the Cincinnati Metropolitan Housing Authority for the three years, 1984-87.

1. In accordance with the Settlement Agreement, letters were sent to housing agencies informing them of the provisions of the Consent Decree and Settlement. We requested that they provide us with advance notice of proposed housing decisions.

2. A good working relationship was established with the City Planning Department which, even prior to the issuance of the Consent Decree, began to consult with us concerning housing proposals.

3. During the years 1984-87, we reviewed two major housing proposals.

    A. The City Housing Allocation Policy set out priority locations for new low income housing. The criteria established in this policy for determining priority housing locations include the racial balance of the elementary school serving the area.

    B. The City Housing Agenda was a package of ordinances and resolutions designed to stimulate housing investment in Cincinnati. It was judged that there was nothing in the package which would necessarily harm racial balance in the Cincinnati Public Schools.

4. Since 1984 we have received and reviewed a number of CMHA housing proposals. All of these proposals were for scattered site housing and most have been for single family units. We have responded to all such proposals indicating the probable impact on racial balance in the Cincinnati Public Schools of the proposals. Copies of this correspondence have been forwarded to Trudy Rauh of the NAACP and to the City Planning Department. It is our understanding that our responses are made available to the City Planning Commission, and are considered when the Planning Commission indicates its approval or disapproval. It is also our understanding that the CMHA is not bound by the decision of the City Planning Commission.

5. There has been very little housing activity over which we [the school district] can have any influence, and it seems likely that this will continue to be the case.

Discussion

In addition to serving as a clearinghouse and library of information regarding the Bronson Settlement, the Facilitator is also expected to make recommendations "on any steps needed to assist in effective performance of the Agreement." Of course, any recommendations made must be consistent with the provision that the district "shall determine the means to be used in reducing racial isolation, unless such recommendations are requested by the Court." (Section 11.A.2.(d)).

The first and second year reports filed by the Facilitator refrained from critical analysis of either district or community actions. In fact, the only recommendations made were that the Parties should cooperate to do more of the same kinds of things that had been done over the past two years.

We are now, however, moving into the second half of the seven year period specified by the Agreement. Plans for year five are well under way, and the planners can no longer take comfort in the belief that there is plenty of time to meet the objectives. Indeed, the "Long Range Plan" which, it had been hoped, would outline at least the last four years of the Agreement period is now an almost forgotten adventure. Even though the good work done by the committee was very general, the report became so controversial that it is no longer useful as a blueprint for the future (see Appendices B and C).

Further, due to an unfortunate set of circumstances, the district has had three superintendents over the first three years of the Agreement. While the Facilitator is not critical of any of the three, it is generally agreed that it is unrealistic to expect a new superintendent to follow all of the plans of the predecessor. It must be recognized, however, that the changes in leadership have left some previous initiatives unattended or misunderstood.

As an example, the Students-at-Risk data base and demonstration schools have been funded by "Bronson monies" since March, 1986 and are scheduled to have funding increases under the same source through 1991 (see Appendix J). There are serious questions in many minds, both from the district and community, regarding what role this data base plays in desegregation. Apparently there is no quarrel with the need for or usefulness of such a data base, but the present superintendent has inherited a questionable budget decision from her predecessor.

Similarly, the administrative reorganization of the district has slowed the decision-making process, including decisions about the implementation of some aspects of the Settlement. An illustration is the timely need to implement the process of analyzing racial isolation within buildings. After two years of developing, testing, and refining, a format for such a study is ready for use. As of November, however, there had been no decision whether to utilize, refine, or rethink the process.

Another sorely felt need for a decision is whether to expand existing alternatives, develop new ones, hold status quo, or eliminate unsuccessful sites and encourage those students to enroll in other programs. Even though the Long Range Plan was supposed to have addressed this issue, but did not, the district is not relieved of its responsibility. One particular need in this area is to develop clear plans for the revitalization of the elementary math and science alternative program. Systemwide surveys have indicated that parents will overwhelmingly support such a program, yet there has been no decision made by the central administration to rebuild the existing program at Rockdale or move it to a different site.

It is the belief of the Facilitator that the Court wishes the district and community to cooperate in making their own difficult decisions, thereby demonstrating that the community can settle the course of action to be taken in order to fulfill the requirements of the Settlement. It is, therefore, the recommendation of the Facilitator that the district use the Communitywide Task Force, which has demonstrated through its actions genuine concern and a posture of helpfulness in addressing the problem areas cited above, so that reasonable solutions may be found (see Appendix K). It is clear to all that drastic, disruptive solutions have been prescribed by other Courts over the years. In this instance, however, the Parties and the Court chose not to do this, and presumably still do not wish to resort to such actions in a last minute "fix-up" to reach the Taeuber Index goals.

The community enjoys a virtually unique "out-of-Court" desegregation agreement so that the spectre of federal marshals supervising the loading of yellow buses need never happen here. The community has a golden opportunity to shape the future of public education in Cincinnati for many years to come, but it must first come to an agreement on what the district should look like in 1991. It must begin to draw the blueprint, and then make whatever decisions are necessary to bring the dream to reality.

APPENDIX A

SETTLEMENT AGREEMENT

This Settlement Agreement ("Agreement") is entered by the signatories in order to settle the litigation styled Mona Bronson, et al. v. Board of Education of the City of Cincinnati, et al., Civil Action No. C-1-74-205 ("Action"), between a certified class of Plaintiffs ("Plaintiffs"), the Ohio State Board of Education and the Superintendent of Public Instruction of the State of Ohio ("State Defendants"), the Board of Education of the City School District of the City of Cincinnati and each of the Members of that Board ("Board"), and the Superintendent of Cincinnati Public Schools ("Superintendent"). The Plaintiffs, State Defendants, Board and Superintendent collectively are referred to hereafter as "Parties". As used in this Agreement "Action" refers to all claims made by Plaintiffs against the Board and Superintendent of the Cincinnati Public Schools, and to those claims against State Defendants which seek a remedy within the Cincinnati Public School System.

WHEREAS, the Plaintiffs originally filed this Action against the Board and Superintendent on May 24, 1974; and

WHEREAS, Plaintiffs subsequently amended their Complaint to include the State Defendants; and

WHEREAS, the Parties have entered this Agreement to settle the Action before any testimony has been taken at trial; and

WHEREAS, the Parties recognize that the Board, Superintendent and State Defendants have denied and continue to deny that they or their predecessors have violated the Constitutional rights of any of the students in the Cincinnati Public Schools and deny that any of their acts or omissions, or any acts or omissions of their predecessors have caused racial isolation in the Cincinnati Public Schools to the extent that such isolation exists at present or has ever existed; and

WHEREAS, the Parties recognize that the Board and Superintendent have achieved a reduction in the degree of racial isolation present in Cincinnati Public Schools through school closings, consolidations, open enrollment and through the establishment of alternative schools and programs; and

WHEREAS, the Parties recognize that similar educationally sound programs and efforts will achieve a further reduction in racial isolation; and

WHEREAS, the Parties recognize that Cincinnati Public Schools should have maximum flexibility in determining the means by which such additional reduction in racial isolation to a standard set forth below should be attained and that the particular methods to be used should not be specified and that a school-by-school standard should not be adopted:

NOW, THEREFORE, the Parties agree as follows:

1. COOPERATIVE EFFORTS

The Parties recognize that their successful performance under this Agreement will require the joint application of efforts toward the goal. To the extent that interpretation of provisions of this Agreement may be necessary, the Parties will jointly and cooperatively address those matters. To the extent that hearings may be required to determine that this Agreement is a fair and adequate settlement in accordance with the Federal Rules of Civil Procedure, the Parties will cooperate in and support efforts to achieve a finding that this Settlement Agreement is fair and adequate.

If any private individual or individuals or any group seeks in a separate action or proceeding relief which would be inconsistent with the systemic relief incorporated in this Agreement, all Parties will take any steps needed to preserve the integrity of this Agreement.

2. THE MAJOR GOAL AND ITS ACHIEVEMENT

A major goal of this Agreement is to continue the significant progress made in reducing racial isolation and to achieve a further reduction in the racial isolation of students in Cincinnati Public Schools. That goal is to be achieved by educationally sound programs which provide quality integrated education. The Board and Superintendent assume the responsibility of achieving that progress and the Board and Superintendent retain the authority to select the methods of achieving that progress.

Because the Cincinnati Public Schools have used the Taeuber Index of Dissimilarity as a means for measuring the reduction in racial isolation and because the Index is a widely recognized standard for gauging the extent of racial isolation in public schools and housing, the Parties agree that compliance with this Agreement through successful performance in reducing racial isolation will be achieved if Cincinnati Public Schools attain the Taeuber Index levels hereinafter set forth. (An explanation of the Taeuber Index is set forth in Exhibit A to this Agreement.)

(a) A Taeuber Index of 36.5 when applied to all Cincinnati Public School students in elementary schools in the 1990-91 school year.

(b) A Taeuber Index of 36 when applied to all Cincinnati Public School students in the middle schools and junior high schools in the 1990-91 school year.

(c) A Taeuber Index of 34 when applied to all Cincinnati Public School students in the senior high schools in the 1990-91 school year.

The parties recognize that the standards agreed to above allow for more racial isolation than is permitted in many school districts that have been ordered by a Court to desegregate but provide for less racial isolation than currently exists in many urban centers.

CPS agrees to use its best efforts to achieve an annual reduction in the Taeuber Index at the elementary, junior and senior high levels.

Although no specific annual reduction in the Index is required by this Agreement, Plaintiffs may initiate a proceeding on or after December 1, 1987 if they believe that there is not a reasonable probability that CPS will succeed in reducing the Index under 2(a), (b) or (c) to the level required by the 1990-91 school year. If, after a hearing, the Court finds that there is not a reasonable probability of success, the Court will order such additional relief as it deems necessary and appropriate consistent with the terms of this Agreement, but not in excess of the financial limitations set forth in Paragraph 3(g)(1) below. As an initial step, the Court may order CPS to develop and present to the Court a plan to achieve the standards.

3. NEW AND EXPANDED ALTERNATIVE SCHOOLS AND PROGRAMS

(a) The Board and Superintendent (collectively referred to as "CPS")[1] will expand and establish new alternative schools and programs ("alternatives") to provide more educationally sound options for students and to reduce racial isolation in the school district. A goal of this element will be the establishment of sufficient alternatives to meet the standards as defined above.

(b) The Alternative Schools and Programs Plan.

A projection of alternatives for the 1984-85 school year will be published prior to the 1984-85 school year and such projections will continue annually through the 1990-91 school year. CPS may, consistent with the provisions of c(1) and c(2) of this paragraph, at its option, add, delete or revise such alternatives as sound planning dictates in order to provide successful programs and achieve the standards defined above.

(c) Policies and Procedures for Alternatives.

The Cincinnati Board of Education's policy on Admission to Alternative Programs (5111.3) (attached hereto as Exhibit B) shall remain in effect substantially in its current form. In administering this policy, students applying for admission from schools which reflect racial isolation will be given a priority period within which to apply for alternatives so long as their admission otherwise meets the requirements of that policy.[2] The Board's policy on Retention in Alternative Programs (5116.1) (attached hereto as Exhibit C) shall also remain in effect substantially in its current form so long as it is clear in that policy that the codes or regulations which may justify the non-retention of a student without parental consent are distributed to parents before they are utilized to justify the removal of a student. The "Procedures & Operations" (attached hereto as Exhibit D) with respect to alternative programs may be revised from time to time so long as such revisions are consistent with the policies noted above.

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[1] While the "Board" and "Superintendent" are referred to collectively as "CPS", it is recognized that the Board has responsibilities for policy and the Superintendent has responsibilities for implementing and administering policy.

(1) Existing Programs

Alternatives that have been in operation for one full school year after the execution of this Agreement that remain racially isolated[3] shall not apply for continued State funds as specified in provision 3(g) of this paragraph, unless CPS redesigns the program in a way it believes will reduce racial isolation. If such alternatives are continued, notwithstanding the unavailability of State aid, CPS will make further efforts to reduce racial isolation in these alternatives.

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[2] For purposes of this clause in this Agreement, and only for the purposes of this clause, "isolation" shall mean students in those schools which are 90% or more of one race.

[3] For purposes of this clause in the Agreement, and only for purposes of this clause, racially isolated shall mean that 90% or more of the students are of one race.

(2) New Programs

New alternatives, before being implemented, will be reviewed by the Alternative Schools Committee in the light of estimates of projected enrollments by race. Where after such review, CPS determines that the implementation of a particular new alternative will not advance CPS toward the standards defined above, that alternative will not be implemented.

(d) Informing Students of Alternative Availability.

Each year CPS will undertake to inform all students of the availability of the alternatives, with a concerted effort directed to students in those schools which reflect racial isolation. CPS will establish a recruitment and counseling center with a staff and budget (which will be published) to encourage student selections of alternatives, to encourage every parent and student to make a school choice, and to inform parents how to choose among alternatives for their children. Among the tools used by the recruitment and counseling center will be the publication and wide dissemination of a booklet describing all programs and opportunities and the procedure for application.

(e) An Alternative Schools Committee.

The Superintendent shall maintain the Alternative Schools Committee consisting of persons representing the school administration, staff and community at large, including at least one representative designated by the National Association for the Advancement of Colored People ("NAACP"). The activities of that Committee and the methods of evaluating alternatives shall be as set forth in the "Alternative Program Manual" which Manual may be revised from time to time consistent with Board policy.

(f) Location of New Alternatives.

To the extent consistent with sound education planning, the new alternatives identified above will be located at schools which, at the time of implementing such alternatives, reflect racial isolation.[4]

(g) The State's Financial Participation.

(1) The State of Ohio will pay to CPS 50% of the expenses incurred by CPS in designing, implementing, administering and maintaining educationally sound programs reasonably expected to reduce racial isolation to the stan-

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[4] For purposes of this clause in the Agreement, and only for purposes of this clause, "isolation" shall mean those schools with 80% or more of their students being of one race. To the extent consistent with achieving the levels set in this Agreement, new alternatives will, so far as possible, be located in a way which contributes to equitable treatment of black and white students in the performance of this Agreement.

dards defined above.[5] The State of Ohio will pay 50% of the unreimbursed expense attributable to the transportation of students who are being transported for the reduction of racial isolation. "Unreimbursed expense" shall mean that portion of this expense which remains after deducting the State Transportation reimbursements applicable to students involved in such transportation.

The total of the expenses referred to above shall be limited to those incurred during the seven school years 1984-85 through 1990-91,[6] and the State of Ohio payments shall not exceed thirty-five (35) million dollars during the seven year term.

(2) The State Defendants shall accord to CPS complete discretion to devise and employ the programs it wishes to use for the purpose of reducing racial isolation without interference from or accountability to the State for the success or failure of the measures which CPS selects.

(3) Beginning in December, 1984, payments by the State shall be made semi-annually in the months of December and June upon the submission of vouchers by CPS

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[5] Such expenses may also include those incurred in connection with programs ancillary to the reduction of racial isolation as set forth in Exhibit E attached hereto.

[6] Such expenses may also include those incurred during the 1983-84 school year in connection with preparatory activities for the 1984-85 school year. Those preparatory expenses will be treated as 1984-85 expenses.

covering costs actually incurred by CPS. Such payments shall be in addition to all other state and federal funds to which CPS may be entitled under law and regulations existing at the time of the submission of the vouchers.

4. MAINTAINING THE OPEN ENROLLMENT POLICY

(a) To assist in the reduction of racial isolation under this Agreement, the Cincinnati Board of Education's policy on Open Enrollment (5111.4) (attached as Exhibit F) shall remain in effect in substantially its current form. CPS "Open Enrollment Procedures" (attached as Exhibit G) may be revised from time to time as long as such revisions are consistent with the Board's open enrollment policy that all transfers improve racial balance in the receiving schools and not adversely affect racial balance in the sending schools.

(b) Each year CPS will undertake to inform all students of the availability of open enrollment transfers with a concentrated effort directed to eligible students in schools which reflect racial isolation. CPS will establish, in connection with the recruitment and counseling center to be established under Paragraph 3(d) above, information for distribution to students regarding the opportunities under the open enrollment policy.

(c) To guard against Special Transfers which may adversely affect racial balance, CPS will enforce procedures which relate to such transfers.

5. MAINTAINING STAFF RACIAL BALANCE

The Cincinnati Board of Education currently has in force a policy which requires that the staff in each of its schools has a racial composition which is within 5% of the racial composition of the staff in the district as a whole. The Board shall maintain that policy in effect and take the steps necessary to assure that it is enforced.

6. MAINTAINING UNBIASED TESTS AND POLICIES

The Cincinnati Board of Education currently has in force policies which require the unbiased application of discipline, and CPS currently has in force procedures to insure that tests administered throughout the district do not reflect cultural bias. Those policies and procedures will remain in force subject to any modifications determined by CPS to be necessary to assure their effectiveness. Recognizing that it is important that discipline be, and be perceived to be, fair and consistent for students of all groups, CPS will constitute a district-wide ad hoc discipline committee which will, on an annual basis beginning in 1985, review the CPS discipline policies. The results of that review will be conveyed to the CPS Superintendent by June 30 of each year. A representative designated by the NAACP will serve on that committee. CPS will also periodically review its system-wide tests to assure that they continue to meet prevailing professional standards and are being used in accordance with such standards.

7. ISOLATION THROUGH PLACEMENT OR CHOICE WITHIN BUILDINGS

The Parties recognize the importance of guarding against the racial isolation of students within school buildings. CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by CPS periodically to determine whether any modifications are necessary to assure their effectiveness.

8. IMPROVEMENTS IN LOW-ACHIEVING SCHOOLS

The Parties recognize that CPS is committed to a school system which strives for excellence in the academic pursuits of all of its students and that there is a particular need to address the educational needs of students in low-achieving schools. CPS will continue to target school improvement programs (e.g., Chapter I of E.C.I.A., D.P.P.F. and U.E.D.P.) to students in low-achieving schools. The Superintendent has developed and is developing special strategies for improving the basic skills of students in low-achieving schools while addressing the educational needs of low-achieving students wherever they are assigned. CPS will implement such a program at a total cost of approximately 5 million dollars over the seven year term of this Agreement.

CPS will seek to supplement the funds available for such a program through continued efforts to secure resources from foundations and other sources.

9. EXTRACURRICULAR ACTIVITIES

Students who are enrolled in a school other than their districted school shall be eligible for and encouraged to participate in all school programs (academic, athletic, extracurricular and other) and reasonable steps shall be taken to facilitate their participation. For example, participation in after-school activities will be facilitated by the provision where needed of extracurricular buses or other forms of transportation.

10. HOUSING

The Parties agree to take the following actions:

(a) Promptly after the entry of the Consent Decree, the Parties will submit letters to all local, state and federal agencies that have jurisdiction over housing or community development issues (such agencies are listed in Exhibit H attached hereto and are hereinafter referred to as "housing agencies"), informing them of the provisions of the decree and requesting advance notice of any proposed siting decision or other action which would have a potential impact on racial isolation in the public schools.

(b) Information provided by the housing agencies in response to the requests will be subjected to prompt analysis by each Party to determine the potential impact on racial isolation in the public schools.

(c) When the analyses are completed, the Parties will notify each other in writing of their findings as to potential impact (CPS and the NAACP will each designate its representative to whom this information will be communicated).

(d) In the event that CPS finds that a proposed action of a housing agency will have a potential adverse impact on racial isolation in the public schools, CPS will communicate its finding and concerns to the appropriate housing agency and will notify Plaintiffs' representative of the response to such communication.

11. PROVISIONS TO FACILITATE EFFECTIVE PERFORMANCE

The Parties agree to the following steps, designed to assure the effective performance of the Agreement:

A. The Appointment of a Facilitator

1. Selection of a Facilitator

(a) within 30 days of the entry of the Consent Decree, the Plaintiffs and CPS shall seek to agree on the selection of a Facilitator.

(b) if Plaintiffs and CPS are unable to agree upon the selection of a single Facilitator within the requisite 30 days, they may seek agreement upon the selection of two Facilitators.

(c) if no agreement is reached by Plaintiffs and CPS within the 30 day period, the selection of a Facilitator will be left to the Court.

2. The duties of the Facilitator shall be:

(a) to collect and analyze reports and other information pertinent to performance under the Agreement. The types of information which may be obtained from the CPS, the State or other government agencies are set forth in Exhibit I.

(b) to act as a clearinghouse to disseminate information to the Parties and to the public.

(c) to serve as a resource for the communitywide task force to be established pursuant to the provisions of subsection B of this paragraph.

(d) to file timely reports with the Court and the Parties on progress under the Agreement, including recommendations on any steps needed to assist in effective performance of the Agreement. The Facilitator shall not make any recommendations which are inconsistent with the provision above that CPS shall determine the means to be used in reducing racial isolation, unless such recommendations are requested by the Court.

3. Budget and Funding.

(a) Within 30 days after selection, the Facilitator, after consultation with the Parties and the Court, will develop and submit to the Parties a first school year plan for whatever staffing and budgeting are deemed necessary, including expenses incurred between the date of appointment and July 1, 1984. If the Parties are unable to agree on staff and budget, the matter will be submitted to the Court for resolution. Sixty days prior to the expiration of a given school year, the Facilitator shall submit to the Parties a budget for the ensuing school year. If the Parties are unable to agree on that budget, the matter will be submitted to the Court for resolution.

(b) CPS may be reimbursed for the expenses of the office of the Facilitator in accordance with Paragraph 3(g) above.

B. The Establishment of a Communitywide Task Force.

1. The objective of the Communitywide Task Force (hereinafter "Task Force") will be to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Agreement. The Task Force may accomplish this objective by such means as: the dissemination of information about the opportunities and options made available to parents and students under this

Agreement; the dispelling of misinformation about the provisions of the Agreement; and, assistance in securing financial and technical support for CPS in carrying out this Agreement.

2. The Task Force shall consist of 14 members, drawn from business, labor, civic, religious, civil rights, education or other organizations in the community. Individuals who do not represent an organization will also be eligible to serve. The Plaintiffs and CPS shall each select seven members of the Task Force, and each shall seek to include one educator from a school district in Hamilton County. One of the members of the group selected by each Party for membership on the Task Force may serve on each of the CPS committees cited in this Agreement and any other non-Board CPS committees that have functions related to the effective performance of this Agreement, except the Superintendent's Cabinet and any other committee which deals with personnel matters. The Task Force will select its own Chairperson.

C. A Determination of the Need for Measures for the Resolution of Problems and Disputes.

Nine months after the entry of the Consent Decree, the Court will schedule a hearing for the purpose of determining whether problems or disputes arising under this Agreement are effectively being resolved. If, after hearing the presentations of the Parties and any recommendations of the Facilitator, as to the need for a dispute resolution mechanism, the Court determines that there is a need for the establishment of such a mechanism, it will enter an appropriate Order in that regard.

12. REMEDIES FOR BREACH OF AGREEMENT

In the event of breach of this Agreement, the remedy for such breach shall be through a suit seeking specific performance hereof. In the event that any decree for specific performance is not honored, the aggrieved Parties may seek appropriate relief through this Court's contempt powers. However, before a suit for specific performance shall be instituted, the Parties shall, for a period of 60 days following notice to all Parties of such alleged breach, undertake to negotiate such steps as can be taken to remedy the failure of any Party to meet the obligations of this Agreement.

The Parties recognize that in a suit brought for specific performance of this Agreement, the defense of impossibility of performance will be available.

In any proceedings to enforce this Agreement, no claim of de jure segregation shall be asserted against the Cincinnati School District, the Cincinnati Board of Education or any official employed thereby, or against the State Defendants, based upon any acts or omissions prior to the date of this Agreement, and the Plaintiffs agree that they, and the class they represent, are forever absolutely barred from asserting any claim based on acts or omissions that occurred prior to the date of this Agreement.

During the term of this Agreement, compliance with this Agreement shall be deemed to be compliance with the mandate of the 14th Amendment to the Constitution of the United States.

13. HEARING

The expiration date of this Agreement will be June 30, 1991, unless previously altered by agreement of the Parties and/or by Order of the Court. Not less than 30 or more than 60 days prior to the expiration of the Agreement, a hearing will be held before this Court for the purpose of determining, based upon any claims and/or defenses presented by the Parties, whether there has been compliance with the Agreement. If the Court finds that compliance has been achieved, it will dissolve the Decree. If the Court finds that compliance has not been achieved, it may retain jurisdiction and order such additional steps as it deems necessary and appropriate.

14. ESAA FUNDS

The Parties agree that promptly upon the entry of the Consent Decree they will jointly exercise their best efforts to obtain the release of the total funds held in escrow, plus accrued interest, by the United States Department of Education pursuant to Judge David S. Porter's Orders of June 21, 1974 and June 24, 1976, in the case styled Board of Education of the City School District of the City of Cincinnati v. Department of Health, Education and Welfare, Civil Action No. C-1-74-185.

15. RESOLUTION OF ISSUES

Upon the incorporation of this Agreement into a Consent Decree, this Action against the Board, Superintendent and State Defendants will be dismissed with prejudice.

This Settlement Agreement resolves all issues in this Action between the Parties relating to alleged acts and practices of discrimination by the Board and Superintendent and the State Defendants at any time prior to the date of this Agreement, as well as any future effects of such acts and practices.

EXHIBITS--TABLE OF CONTENTS

Exhibit A - Taeuber Dissimilarity Index

Exhibit B - Policy 5111.3

Exhibit C - Policy 5116.1

Exhibit D - "Procedures & Operations"

Exhibit E - Estimated Budget

Exhibit F - Policy 5111.4

Exhibit G - Open Enrollment Procedures

Exhibit H - List of Federal, State, County & City Agencies

Exhibit I - Information To Be Collected and Analyzed By Facilitator

EXHIBIT

A

TAEUBER DISSIMILARITY INDEX

$$D = 1/2\ (100) \sum \left| \frac{N_i}{N} - \frac{W_i}{W} \right|$$

where N_i = number of black pupils in the $i^{\underline{th}}$ school;

$N = \sum N_i$ = total number of black pupils in the district

W_i = number of white pupils in the $i^{\underline{th}}$ school;

$W = \sum W_i$ = total number of white pupils in the district

"Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970" by A. Sorensen, K. E. Taeuber, and L. J. Hollingsworth, Jr., Sociological Focus, 8, 125, 1975.

EXHIBIT

B

STUDENTS 5111.3

Admission to Alternative Programs

Alternative programs in the Cincinnati Public Schools are designed to provide options for children relative to curricular emphasis, learning and teaching styles, structure, learning outcomes, and other factors which may distinguish alternative programs from the conventional program. The system will provide the best information available about each alternative program for all pupils. On this basis, a student's interest in a given alternative will be a major factor in determining admission.

A second major factor in determining admission is the meeting of basic eligibility requirements, including pupil age or grade level.

The achievement of racial balance within an alternative program is a third major factor in admission. The goal is for each alternative program to have the maximum racial balance consistent with the other objectives of the program. To the extent that qualified applicants must be rejected from a given alternative program or school because of capacity limitations, rejections from each alternative will be selected in such a way so that the enrollment of each alternative program or school will tend to substantially reflect the racial characteristics of the district as a whole.

Adopted: 6/9/75

EXHIBIT

C

Retention in Alternative Programs

Upon enrollment, it is assumed the student will remain in the selected alternative until completion of the total program. Students are free, however, to withdraw and return to their district school at any time they feel the program no longer meets their needs. Preferably, withdrawals should be effected at the end of the ongoing quarter.

Student who are evaluated as unsuccessful in an alternative program may be counseled back to a regular (or other alternative) program. Any change in program requires pupil and parent consent. Certain alternative programs may pose special exceptions to this latter rule. For example, a student who violates codes of conduct or dress which are intrinsic to a Fundamental School could be returned to the district school without parental permission.

Adopted: 6/9/75

EXHIBIT

D

ALTERNATIVE PROGRAMS

CINCINNATI PUBLIC SCHOOLS

PROCEDURES & OPERATIONS

230 E. NINTH ST., CINCINNATI, OHIO 45202 / (513)369-4020

EXHIBIT

E

Estimated Budget
(In Millions of Dollars)

	Seven Year Totals
New and Expanded Alternative Programs	29.0
Planning	
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Continuation of Existing Alternative Programs	71.0
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Ancillary Programs	
Community Education	1.0
Basic Skills Improvement	5.0
Seven Year Total	106.0

EXHIBIT

Open Enrollment

The open enrollment in effect in the Cincinnati Public Schools is designed to serve as one means of improving racial balance within the pupil population of the schools.

Transportation arrangements for open enrollment students shall be made in accordance with transportation policies of the board of education.

In achieving the goal of racial balance, within the open enrollment program, the following criteria shall be adhered to:

1. The pupil assignment will improve racial balance in the receiving school and does not adversely affect the racial balance of the sending school.
2. The pupil assignment will not adversely affect the pupil capacity of the receiving school. Senior high schools function as an exception to this arrangement. Space will be provided in senior high schools for all otherwise eligible pupils applying on or before April 30 for the next school year. Subsequent applications will be placed on a waiting list for consideration as seats become available.
3. Only one open enrollment assignment will be approved in the same school year for each pupil.
4. Pupils assigned to a school under this policy are expected to remain in the school assigned until the completion of the grade levels available at that school, and the school will be considered the school of assignment until reassignment occurs.
5. The open enrollment admission plan does not apply to Walnut Hills School or to alternative programs.

The superintendent shall establish procedures designed to carry out this policy. Pupils accepting open enrollment school assignments shall abide by the provisions of those procedures.

Adopted: 6/27/77
Revised: 1/25/82

A-29

EXHIBIT

G

OPEN ENROLLMENT PROCEDURES

CINCINNATI PUBLIC SCHOOLS
Department of Curriculum and Instruction

June, 1983

EXHIBIT

H

HOUSING AGENCIES

Federal

1. Department of Housing & Urban Development
2. Department of Transportation

State

1. Ohio Housing Authority
2. Dept. of Economic Development
3. Ohio Housing Development Commission Board
4. OKI - Ohio/Kentucky/Indiana Regional Planning Commission

County

1. Hamilton County Community Development Dept.
2. Hamilton County Regional Planning Dept.
3. Regional Planning Commission
4. Zoning Board of Appeals
5. CMHA - Cincinnati Metropolitan Housing Authority

City

1. Dept. of Neighborhood Conservation and Housing
2. City Planning Commission
3. Office of Relocation

EXHIBIT

I

INFORMATION TO BE COLLECTED AND ANALYZED BY THE FACILITATOR

The types of information to be collected and analyzed by the Facilitator shall be pertinent to the performance of this Agreement and may include: CPS' annual calculation of the Taeuber Index at each level, pursuant to Paragraph 2, including the data on which the calculations are based and data showing for each school the identity of the students' sending school; CPS' plans for the development and location of new and expanded alternatives under Paragraph 3, including recommendations of the Alternative Schools Committee; data on State funding under Paragraph 3; data on open enrollment and other transfers permissible under other policies under Paragraph 4; data on faculty and other staff under Paragraph 5; data on discipline and testing under Paragraph 6; data on placement of students under Paragraph 7; data on achievement levels and programs to aid low-achieving students under Paragraph 8; data on treatment of students in extracurricular activities under Paragraph 9; and, data on housing under Paragraph 10.

October 24, 1985

The Honorable Walter H. Rice
United States District Court
for the Southern District of
Ohio
Western Division
Dayton, OH 45402

Re: Bronson v. Board of Education

Dear Judge Rice:

This will supplement my letter of September 19 which reported on the status of efforts to resolve the concerns raised at the September 12 dispute resolution hearing.

The second meeting to address the Taeuber index methodology was held as scheduled on October 2 at 8:30 a.m. At that meeting, the parties agreed to certain procedures which, while not precluding the possible need for future consideration by the Court, eliminate the need for the Court's intervention at this time and which are summarized below.

Combination Buildings

Beginning with the 1985-86 school year and continuing thereafter for the term of the settlement agreement, Cincinnati Public Schools (CPS) will calculate the Taeuber Index by two methods:

> First, by continuing the methodology used since the 1980-81 school year which treats combination buildings as a single school unit without regard to the degree of interaction between alternative and traditional school students in that building, and,
>
> Second, by treating an alternative program and a traditional program located in a single building as separate schools if the racial populations of the alternative and traditional programs are divergently in variance from the racial composition of the district as a whole and students in the two programs are isolated from each other for more than half of the school day.

CPS will collect data on the enrollments and racial characteristics of alternative schools and programs concurrent with its October collection of such data for buildings generally. Where the degree of intra-school contact between students in combination buildings varies by grade level, the "half of the school day" test will be established by computing a weighted average across grade levels to include all alternative program students in the building.

For the 1984-85 school year, the difference in Index values between the first and second methods ranged from four tenths of one point (senior high and elementary schools) to two points (junior high schools). CPS believes that the first method should be used to measure progress toward satisfaction of the settlement agreement's Taeuber goals and Plaintiffs reserve the right to argue that the second method should be used. However, since both parties are hopeful that the Taeuber goals can be reached under either method, it is unnecessary for the Court to determine which method should be controlling under the settlement agreement. However, should the difference in the Index values obtained by the two methods increase significantly in subsequent years or should reasonable progress toward the settlement agreement goals not be demonstrated under the second method, then both parties reserve their right to present this issue for consideration by the Court at that time.

GRADE LEVEL GROUPINGS

At present in its Index computations, CPS classifies as senior high schools the entire population of buildings which may include grade levels outside of the traditionally defined range of this classification. However, the effect of regrouping this data to a traditional K-6, 7-9, and 10-12 taxonomy would not alter the total number of Taeuber transfers required to meet the Settlement goals. It is also somewhat illogical, despite the Settlement Agreement's language, to divide "non-combination" buildings into separate schools for purposes of the Index computations.

Therefore, the plaintiffs have withdrawn their objection to continuation by CPS of its present classification of school buildings for this purpose. Inconsideration thereof, CPS will promptly provide to plaintiffs a written procedure by which the future classification of buildings whose grade level configuration differs from those presently extant will be determined during the remaining term of the Settlement Agreement.

CONCLUSION

These procedures, jointly developed by the parties, eliminate any present need for the Court to intervene in the Index computation. As to combination buildings, both parties believe in the propriety of their respective methods. However, unless it subsequently develops that the values obtained under these methods diverge significantly, there is no need for the Court to resolve this dispute. Indeed, the parties intend that CPS will be able to demonstrate a sufficient rate of progress toward the Taeuber Index goals so as to make this issue irrelevant.

Respectfully submitted,

G. David Schiering, Esq.
For Cincinnati Public Schools

Agreed:

Trudy D. Rauh, Esq.
For Plaintiffs

GDS/as

APPENDIX B

COMMUNITYWIDE TASK FOR

Cheryl D. Grant
Co-chair

William Seitz
Co-chair

Patricia Johnson-Baker

Robert S Brown

Marilyn Hoehne

Duane Holm

Karla Irvine

Lillian Jones

Nelson Schwab, Jr.

Halloway C. Sells

Marian A. Spencer

Louise Spiegel

Monty Whitney

Dwight Wilkins

Robert Evans
Facilitator

March 20, 1987

Cincinnati Board of Education Members
230 East Ninth Street
Cincinnati, OH 45202

Dear Board Members:

We have been pleased by the progress through the 1986-87 school year on reducing the Taueber Index of Racial Isolation in the Cincinnati Public Schools. However, we are concerned that the schools may be running out of time to implement new programs that would reduce the Taueber Index for 1987-88 and have some positive impact on the Settlement midpoint hearing in December, 1987.

Our concerns include the following:

1) there are no new proposals for alternative schools under active consideration at present;

2) the availability of sites for new alternatives or the expansion of existing alternatives is not under active consideration at present;

3) there is uncertainty as to the amount of "Bronson" money available and as to the spending balance between intensive projects and programming;

4) there is concern that if Cincinnati receives its Magnet Schools Grant there will have been inadequate preparation to promptly implement it;

5) the long range planning process has immobilized short term planning for Taueber reductions and heightened conflict between alternative and neighborhood schools.

Given the imminency of the December 1987 report to the Court and the time lines required by current procedures for the institution of new desegregation programs, we urge you now to formulate a plan to implement further desegregation efforts for the 1987-88 school year. We do not

...established to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between the Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools.

think you have the luxury of doing nothing until the long range planning process is complete. A program to accomplish measurable reductions in the Taueber Index for the 1987-88 school year must be regarded as an immediate and top priority.

Sincerely,

Cheryl D. Grant

Cheryl D. Grant
Co-Chair

William J. Seitz
Co-Chair

/gc

OTHER MEANS FOR REDUCING RACIAL ISOLATION

A Report to the Bronson Settlement Coordinating Committee

April 29, 1987

The need addressed by this component of the coordinating committee is that of identifying additional procedures which can be used to reduce racial isolation in the school system. A number of committees have been convened in recent years to address this need, but the primary group responsible for planning in this area of need during the past year has been the Goals and Long Range Plan Steering Committee. This committee, which was convened by the Board of Education, was charged with the responsibility to develop a long range plan for the school system. The long range plan was to set forth a program of actions which would produce a coherent, high quality educational system which would meet the Taeuber Index goals specified in the Bronson Settlement Agreement and ensure stable enrollment in the school system.

After deliberating over elements of the plan for approximately ten months and after generating and considering community response to the plan, the committee issued its final report on March 31, 1987. At the present time, the Board of Education is studying the report and collecting reactions from community members prior to making a final decision on this plan. Following a decision by the Board of Education, the Superintendent will be responsible for developing specific implementation plans for all approved recommendations. A period of several years may be required to achieve full implementation.

Presented below is a brief discussion of major recommendations in the steering committee's final report which directly impact on the improvement of racial balance in the school system.

A. Recommendation 2b on page 6 - Add a full-day kindergarten . . . in neighborhood schools.

The impact of this recommendation on racial balance depends upon specific plans for allowing students to enter these programs. With no restrictions, the number of kindergarten students who transfer to alternative programs might be reduced over time and thus hinder efforts to improve racial balance in schools. With proper enrollment restrictions (similar to open enrollment requirements for a portion of each class), however, this action could lead to considerable improvements in racial balance in elementary schools.

B. Recommendation 3 on page 13 - . . . ensure clarity and equity in the selection process for alternative schools.

This recommendation includes a statement calling for centralization of the student selection process for alternative schools if necessary. If enacted, greater improvements in racial balance than currently realized by alternative programs could be achieved by giving priority status to student transfers which improve racial balance at both the sending and receiving schools.

C. Page 19 - . . . explore the dynamics of "pairing" or "clustering" schools . . .

Pairing or clustering of schools with different racial populations is a powerful procedure in terms of improving systemwide racial balance as measured by the Taeuber Index. If successful, only a small number of such pairings would be needed to minimally accomplish the index goals established in the settlement agreement. The provision of incentives for schools which agree to a pairing arrangement should enhance the success of this strategy.

D. Recommendation 1 on page 23 - . . . prepare a specific plan for grouping similar vocational programs in the same vocational facility.

If the plan that is prepared is deamed feasible based upon financial considerations, its implementation could result in a sizable reduction of the Taeuber Index at the high school level. Additional studies would be needed before estimates of the index effect could be made, but it is clear that only a small percentage of students in vocational programs would need to make "proper" school transfers to achieve the stated index goal at the high school level.

Based upon the discussion above, it seems clear that the current version of the long range plan contains suggested strategies which could lead to successful achievement of the settlement agreement goals. The index goals at the elementary level can be met through successful school pairings, centralization of the student selection process for alternative schools, and the careful use of all-day kindergarten programs. Junior/middle school goals can be met through a successful school pairing, and the senior high school index goal could possibly be met through clustering of vocational programs.

Additional index reductions could be realized through the addition of new alternative programs. While the report does not specifically recommend any new programs, neither does it rule out the use of this strategy.

Submitted by:

Jack L. Lewis, Ph.D.
Associate Director
Long Range Planning
Cincinnati Public Schools

B-6

COMMUNITYWIDE TASK FORCE

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Good evening. As Chairpersons of a diverse Task Force ourselves--the Bronson Communitywide Desegregation Task Force--we fully appreciate the difficulties faced by the Long Range Plan Committee over the last year. Nonetheless, our heartfelt concern is that the Long Range Plan is remiss in its near-total lack of focus on the means by which the Cincinnati Public Schools will achieve its irrevocable commitment to satisfy the specific and formidable objectives established in the court-approved Bronson settlement.

We are very perplexed that the report fails to give more than a page to what is, from now through 1991, the Board's most visible and important commitment--the achievement of defined progress to reduce racial isolation. In December, 1987, the parties to the Bronson case must make a midterm report to the Court on the status of the settlement progress. This report, with the attendant prospect that the Court may step up its degree of intervention in matters of compliance, is only the most immediate and tangible reminder to those who mistakenly believe that school desegregation is "yesterday's news" as far as Cincinnati is concerned. To the extent that the Long Range

Plan document fails meaningfully to address the attainment of the *Bronson* goals, we believe that the report fuels the fire of unwarranted complacency.

There was no ambiguity in the Board's February 24, 1986 charge to the committee, which stated that the purpose of the plan was "to produce a coherent high quality educational system which further reduces racial isolation, specifically meets the Taeuber Index goals contained in the Bronson Settlement Agreement, and ensures stable enrollment in the school system." The charge promised that the Plan would answer such important questions as the strategies to be used to meet the Taeuber goals; where those strategies should be used; which alternative programs should be added, expanded, relocated, or discontinued; where such changes should occur; what facilities are needed to implement the Plan; and where such facilities should be built, closed, renovated, or converted.

We are concerned about the adverse future consequences of the document's failure adequately to address the questions the Board asked.

First, as we observed in our March 20, 1987 letter to the Board, nearly a year has gone by without development of any new proposals to achieve the necessary reductions in the racial isolation index. Essentially, the system was immobilized in its creative thinking around *Bronson* issues pending issuance of this report. If this report had filled the vacuum thus developed, we would not be terribly concerned. But its lack of *Bronson* focus presents the prospect that we will come into the 1987-88 school year riding only on whatever incremental progress our existing programs can generate.

Second, in order to avoid future misunderstandings the Board should act promptly to acknowledge that this report does not do what it was originally intended to do. As things stand now, proponents of a more concrete long range plan will be able to argue with some force that the document, for all its merits and in spite of the specific emphasis on *Bronson* in the charge, simply is not in fact a plan that outlines how *Bronson* goals will be achieved. Persons who oppose specific initiatives that the Board may undertake to reduce racial isolation will point with justification to the fact that such initiatives are nowhere to be found in the Long Range Plan. They will then argue that the Plan was supposed to "specifically meet" the Taeuber goal; and that therefore the new initiative must not go forward lest violence is done to the integrity of the planning process. In other words, unless the report is adequately described now as not being a complete cookbook to *Bronson* compliance, the report will create more problems than it solves.

Third, what the report does say seems to send what we are sure is an unintended signal--*i.e.*, that the *Bronson* settlement objectives are now of secondary concern to a new agenda designed to focus on improving the quality of "neighborhood schools." All of us believe that educational quality at all schools is a very worthwhile goal. None of us believe that those who advance this goal do so for racially-motivated reasons. However, perhaps because of the linguistic trap into which many of us have fallen, and perhaps because the fact is that "neighborhood" schools often are less well integrated than schools pigeonholed as "alternative", we fear that the public will see in the sheer volume of pages directed to

"Neighborhood schools" a message that scarce funding will not be allocated as readily as in the past to schools that integrate.

Fourth, the report does not prioritize the recommendations, either in terms of cost or in terms of their potential to reduce racial isolation. We do not suggest that the somewhat speculative estimates that were tied to the specific proposals in the preliminary reports be resurrected. We do suggest that the total lack of prioritization needs to be rectified. As between the recommendation to provide incentives to schools that measurably reduce racial isolation (p. 19) and the recommendation to institute pre-school programs (p. 2), which will have first call on the limited resources of this system? Worthy as both goals are, doesn't Bronson compel the conclusion that the former recommendation prevail over the latter, especially since pre-school doesn't even "count" in the Taeuber measurements?

Having outlined the problems, we would like to offer some constructive suggestions for your consideration.

First, you might consider beefing up the focus on the Bronson goals, if not by specifics, then at least by including the kinds of "rules of thumb" that were suggested in our February 4, 1987 letter. Those were as follows:

1. Don't reverse actions that are desegregating now, unless you have to.
2. Give families choices when possible.
3. Concentrate attention & resources on the beginnings & entry points, where families are deciding to come into Cincinnati Public Schools.

4. Concentrate attention & resources on the joints or decision points, where families are deciding whether or not to stay in Cincinnati Public Schools. Wherever possible, eliminate or strengthen the points at which families are most tempted to bail out.

5. Recognize that desegregating schools depends on two (sometimes contradictory) thrusts:
   -maintaining or increasing the total pool of scarce whites and middle class blacks who can be distributed.
   -distributing that pool of blacks and whites as equitably as possible.

Second, there may be no better time than now to own up to the semantics that have played a large role in creating the perception of a two-tiered school system. The fact is that with open enrollment, every school is an alternative school. Both our "neighborhood" and our "alternative" schools are open to persons residing in other neighborhoods. Both offer the same basic instruction. While the curriculum is somewhat more subject-specific at our alternative schools, each school has something special in terms of program offerings and amenities, to offer. In order to reduce the perceived tension between "neighborhood" and "alternative" schools, let's do away with the labels. The Board needs to allocate basic resources (funds, people, programs) for all schools, and additional resources (funds, people, programs) to schools where they will significantly reduce racial isolation in the system. They should not be allocated to all "alternative schools", or all "neighborhood schools"; but to schools where they will reduce racial isolation for the whole system. Then those resources are helping all schools by retaining local control of how we reduce racial isolation in our schools.

Third, you should clarify what the report is and what it is not. A suitable such statement would be to the effect that: the long range plan is not to be construed as the authoritiative treatise on how the school system intends to achieve compliance with the Bronson goals; that future initiatives to comply with those goals are not to be assailed because they were not mentioned in this document; and that the Board will untertake no such initiatives without a full and complete opportunity for community input, in which event the long range plan shall not control the debate by its explicit inclusion or implicit exclusion of the specific plan that may be up for debate.

Fourth, it is now necessary to resume and intensify the planning for meeting the Bronson goal. To put this off any longer would only increase the risk that greater judicial intervention would occur. As the Cincinnati Post editorialized only days ago, "The district's ability to control its own destiny" is at stake. Perhaps a way of approaching this planning process would be to convene several smaller groups. These would be among geographically contiguous groups of schools, each charged with the single objective of making specific Taeuber-reducing recommendations within the school area involved. Such a plan would retain the feature of community involvement and choice, while also having the advantage of a solitary focus. There may be a greater likelihood that smaller groups of more or less contiguous or like-minded persons could come up with saleable, specific plans, as compared to a large, citywide group of more greatly divergent points of view.

There is no question that our schools have competing challenges in both the near and short term. All of these will be difficult to meet. Nonetheless, the one priority that there is no turning back from is the commitment this community made in settling the Bronson case. The long range plan should be reflective of this priority.

Thank you.

Cheryl D. Grant, Co-Chair

William J. Seitz, Co-Chair

APPENDIX C

Final Report of the Goals and Long Range Plan Steering Committee

Cincinnati Public Schools

March 31, 1987

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INTRODUCTION

This report contains recommendations of the Goals and Long Range Plan Steering Committee for improving the Cincinnati Public Schools. This committee, which was appointed by the Board of Education, worked for ten months to develop these recommendations using a process which included extensive opportunities for community discussion and reaction. Committee members are listed on page 27; a complete description of the planning process begins on page 28.

The focus of this report is the improvement of academic achievement in an integrated setting for all Cincinnati school children. These recommendations give direction to the Superintendent, the Board of Education and the community for the use of new resources so that in the long range vision for the school system each child will have access to excellent educational programs. Many of these recommendations focus on areas of the school system that can be improved with little or no cost. Some of the initiatives, however, are beyond the present financial reach of the school system and thus may take several years to implement. Many of these recommendations, particularly those that are very costly, should be the subject of much more in-depth educational research. Therefore, as the Superintendent and Board of Education set priorities and seek funding, they should do so on the basis of current research or, where appropriate, pilot test and evaluate possible new programs against measurable standards set by the Superintendent. The school system should seek funding to implement fully only those initiatives which prove to be successful.

This plan is intended to be a policy statement that builds on the school system's successes, corrects its weaknesses and pursues a vision of improved education for all students in all schools. Only by careful planning, critical evaluation of current programs, and a thoughtful look to the future, can the Cincinnati Public Schools provide the quality integrated education needed to prepare students for the 21st Century.

The report does not address the question of timing for implementation of any of the recommendations. When a final plan is adopted by the Board of Education, the Superintendent will have the responsibility for developing implementation plans which will take effect over a period of several years.

SUMMARY OF RECOMMENDATIONS

In order for the Cincinnati Public Schools to meet its responsibility to all of the children of Cincinnati now and in the future, the Steering Committee makes the following recommendations:

- Strengthen the neighborhood schools.
- Focus on meeting the needs of those students who are at risk of failing to be graduated.
- Continue to provide a strong alternative school system based on genuinely different educational approaches attractive to both black and white students.
- Strengthen the educational program for early adolescents to ensure that students in this difficult developmental period make satisfactory academic progress and a successful transition to high school.
- Provide greater continuity between schools and programs.
- Implement ways to reduce racial isolation in schools which have not yet been integrated successfully through open enrollment, alternative programs or other methods.

- Strengthen the quality of administrator and teacher leadership at the school level and the quality of central administration's leadership to support the work of the schools.

- Provide an effective vocational program with a stronger academic focus which truly prepares students for the work place in a rapidly changing society.

- Improve efforts to publicize the educational opportunities available for students.

In the balance of this report the major goals are explained more fully, and specific recommendations to achieve the goals are provided.

STRENGTHEN THE NEIGHBORHOOD SCHOOLS
AND FOCUS ON MEETING THE NEEDS OF STUDENTS AT RISK

Every neighborhood school must have a strong core academic program that meets the needs of all students and meets standards of excellence set by the Superintendent. Neighborhood schools must be given increased resources, both human and financial, to improve their educational programs, and comprehensive evaluations must be conducted to assure a high quality program at each school. Greater emphasis should be placed on early childhood education and on assessment of student skills; collaborative efforts with local businesses and universities should be expanded.

Specific Recommendations

1. Direct each school to develop a college preparatory program which is appropriate for its students. These programs must meet standards of excellence set by the Superintendent for a strong core academic program. The current College Preparatory Alternative programs should be continued and evaluated according to the criteria for evaluation of alternative programs found on page 12 this report.

2. Focus special efforts on early childhood education. Educational research makes it clear that quality programs from preschool through the primary grades have significant effects on students' success in later schooling. Where resources are limited, these programs should be implemented in schools with high student-at-risk populations.
   a. Provide preschool programs in schools selected on the basis of economic indicators. Seek private funding until the law permits using public funds for these programs.
   b. Add a full-day and keep a one-half day kindergarten program for students in neighborhood schools.
   c. Reduce class size to a maximum of 15 in all first grade classes in buildings with a high ratio of at-risk students. It is especially important to give attention to smaller class size in the primary grades of inner-city neighborhood schools. If funding levels permit, reduce class size to a maximum of 15 students in all first grade classes. If further funding is available, reduce class size to a maximum of 18 students in preschool through grade three.

3. Reduce the number of student transfers between schools during the school year. When a child changes schools during the year, valuable learning time is lost while the child adjusts to the new school.

a. Require all students who change schools after the second full week of the school year for reasons other than a change of residence to submit a school transfer application. This application must be signed by the parent or guardian and sent to the school principal who will forward it to the central administrative offices.

b. Review school transfer applications with the intent of making decisions in the best interest of the child and with the goal of eliminating any unnecessary transfers.

c. Encourage students attending neighborhood schools who move out of the school attendance zone to remain in that school for the remainder of the school year, and provide transportation for students who take advantage of this option.

4. Use in-school suspension classes, as appropriate, as an alternative to out-of-school suspensions.

5. Offer an intensive summer school program for non-promoted students or those who fail required courses. Successful completion of this program could mean promotion to the next grade level.

6. Improve and expand the testing and assessment of students in order to provide early identification of individual student's needs, to reduce the number of at-risk students, to identify gifted/talented students regardless of their race, color, or cultural background, and to identify handicapped students.
    a. Conduct an early individual assessment of student skills and capabilities and offer appropriate programs and services at the earliest possible grade levels to address individual student needs.
    b. Improve the level of racial and gender balance among the staff of school psychologists and implement programs designed to sensitize these staff members more completely to the needs and concerns of all students.
    c. Expand the testing of student achievement to include skills in writing, speaking, and critical thinking.

7. Provide improved and coordinated counseling and visiting teacher services for all students.
    a. Reduce substantially the ratio of students to counselors in middle, junior, and senior high schools so that counselors can work more effectively with students to prevent or resolve academic, social and personal problems and provide guidance to individual students about course selection, career options, post-secondary education and financial aid. Counselors should be added to the elementary schools to provide for early intervention in academic and social problems.

b. Allocate counselors among the schools according to a formula to be developed by the Superintendent which takes into account the need for a high level of counseling services at schools which have high numbers of at-risk students, but which ensures that each school has a counselor allocation sufficient to provide an adequate counseling program.

c. Make counselors responsible for providing direct individual and group counseling services, including career counseling, and for developing and coordinating a program in each school to train and use other school staff and students to provide individual and group counseling services, for example, teacher advisor or peer counseling programs.

d. Provide counselors with adequate clerical support to ensure that non-counseling tasks are reduced significantly.

e. Increase substantially the number of visiting teachers, and allocate visiting teachers according to a formula to be developed by the Superintendent which takes into account the proportion of at-risk students in the population at each school.

8. Provide a registered nurse or a licensed practical nurse for each school. Funding should be sought from various agencies to reduce or eliminate costs to the Cincinnati Public Schools.

9. Organize a business/education consortium and implement a program such as the "Boston Compact." The Boston Compact was a cooperative agreement in which the Boston Public Schools pledged measurable school improvements, and employers pledged to give public high school graduates priority in hiring and to help many graduates obtain funds for college expenses.

10. Improve the physical appearance of school buildings and provide playground equipment where it is needed.

11. Increase collaborative efforts between schools and local universities with the goal of strengthening the quality of education provided in schools.

12. Teach all high school students the skills necessary to find and keep a job. The current Jobs for Graduates program addresses these goals but is not available to all students.

13. Improve services to handicapped students in all schools.
    a. Minimize changes in school placements for handicapped students.
    b. Increase efforts to "mainstream" handicapped students into regular classrooms.
    c. Address the needs of the physically handicapped by providing them with special activities that will expand their opportunities.

14. Improve conditions in all the schools in the system to enhance effective teaching and learning.
    a. Provide greater opportunities for individualized staff development, problem solving, and planning activities by adding days to the school calendar for school-based instructional personnel.
    b. Increase the number of clerical personnel allocated to schools to assist teachers with non-teaching duties.
    c. Increase the use of new technology, such as personal computers, office automation, and computerized student data, within local school offices and classrooms. The use of computers and other instructional technology in our classrooms needs to be creatively expanded. A comprehensive student data base should be developed in order to bring adequate information to bear on instructional improvement.
    d. Use trained para-professional instructors to tutor students and to perform some of the instructional tasks done now by teachers.
    e. Review the appropriateness and value of current textbooks and replace ineffective materials.

15. Conduct a comprehensive evaluation of neighborhood schools on a regular basis to ensure a high quality program in every school.

CONTINUE TO PROVIDE A STRONG ALTERNATIVE SCHOOL SYSTEM

Alternative schools and programs have been effective in reducing racial isolation, in giving parents and students educational choices and in building community support for the school system. These programs should be continued and should neither be expanded nor reduced significantly. They should be built on distinctive methods of instruction or special subject emphases and should reflect a diverse student population based on race, gender and socioeconomic indicators. New programs should be added and existing ones expanded or replicated with great caution and only if they embody educationally sound concepts which appeal to students of all races in order to balance resources and opportunities for children in both alternative and neighborhood schools. All alternative programs should be evaluated on a regular basis, and ineffective programs and unnecessary expenditures should be eliminated.

Specific Recommendations

1. Develop a set of criteria for use in evaluating the success of each alternative program. These criteria should include, but not be limited to, student enrollment rates, racial balance, effect on reducing racial isolation, level of parental participation, program costs, improvement in student achievement, level of community and/or business support, transportation complexities, effective instruction and administration, and an orderly school environment. Alternative programs which are found to be ineffective based upon these criteria should be eliminated.

2. Conduct a review of staffing levels in alternative programs to determine whether the additional allocated staff positions are justified and necessary for proper program implementation.

3. Establish the necessary policies and procedures to ensure clarity and equity in the selection process for alternative schools. The current selection process is not well understood, is difficult to complete successfully and is not administered consistently at the school level. The Superintendent should be directed to take the following actions:
    a. Monitor closely and, if necessary, centralize the selection process.
    b. Ask applicants to rank programs and sites of interest in order of priority.
    c. Give preference to applicants from racially isolated schools and to those who have siblings in the program.
    d. Admit all other applicants using a selection process which gives equal opportunity to each qualified student.

STRENGTHEN THE EDUCATIONAL PROGRAM FOR EARLY ADOLESCENTS

The Cincinnati Public Schools face a special challenge to meet the needs of early adolescent students. For this age group academic achievement gains have been very difficult to attain, failure rates are high, and the negative effects of social and psychological pressures on student success are clear. Increased attention must be given to these students to enable them to make a successful transition from elementary school to high school.

The Board of Education and Superintendent must establish a greatly strengthened program to ensure that students in the difficult developmental period of early adolescence make satisfactory academic progress within a supportive school environment. New programs must meet the educational, psychological and behavioral needs of all middle school aged youth.

Specific Recommendations

1. Ease the transition of students from elementary schools. The instructional program in middle schools should not be an abrupt change from the self-contained elementary school classroom to a high school setting where there is a different teacher each period. Some type of program plan needs to be found that allows students to feel supported by a smaller group of teachers.

2. Move in the direction of smaller schools. School size is an important element in providing a supportive environment for students.
3. Provide training for middle school teachers in meeting the special needs and problems of early adolescence. As new teachers are employed, seek those who have been prepared to teach children of this age.

PROVIDE GREATER CONTINUITY BETWEEN SCHOOLS AND PROGRAMS

The grade level organization of the Cincinnati Public Schools should provide continuity of educational program, permit parents to make new choices at regular and expected grade levels in the child's school career, and ensure that students can progress continuously through a chosen program without interruption.

The current grade level organization, with a proliferation of grade level configurations (kindergarten [K] to 2nd grade [2], K-3, K-5, K-6, 3-6, 6-8, 7-8, 7-9, 4-12, 7-12, and 9-12), leads to confusion for parents who are attempting to put together a program which is appropriate for their children. It can lead to students making numerous changes in schools or having their educational program disrupted because of grade level changes.

The Board of Education and Superintendent should develop a consistent neighborhood school feeder system throughout the district (i.e., each elementary school would feed into a single middle school, and each middle school would feed into a single high school).

Specific Recommendations

1. Organize elementary schools for grades K-3, K-6, or K-8; middle schools for grades 7-8; high schools for grades 9-12. Exceptions to the basic organizational structure should be made by the Superintendent only where the program or the facilities require a variation in the best interest of the students. Schools with programs which are not consistent with this organizational model should work with the Superintendent to decide whether this grade level organization is appropriate for their program.
2. Continue to offer the Walnut Hills college preparatory program for grades 7 through 12 at the Walnut Hills site. Give special attention to the social, psychological and developmental needs of the students in grades 7 and 8.
3. Continue to offer the School for Creative and Performing Arts for grades 4 through 12 since these are the appropriate grade levels for rigorous training in performing and creative arts and since it would be difficult to replicate the special faculty at more than one site.

4. Direct the Superintendent to work with the LSAC's, principals, and staff members in the bilingual schools (now organized as K-5 and 6-8) to determine if the grade level organization should be changed to provide more consistency with the rest of the system.
5. Direct the Superintendent to work with the LSAC's, principals, and staffs of the middle schools which are now organized as 6-8 or 7-9 to determine if they should be modified to be grades 7-8 only.
6. Direct the Superintendent to examine all other schools which do not now conform to the K-3, K-6, K-8, 7-8, or 9-12 model with involvement of LSAC's, principals and staffs and determine if the grade level organization should be changed to provide more consistency with the rest of the system.

IMPLEMENT ADDITIONAL WAYS TO REDUCE RACIAL ISOLATION

Quality integrated education is and should continue to be the highest goal of the Cincinnati Public Schools. Alternative schools and programs, open enrollment, boundary changes and consolidations have been successful in reducing racial isolation in many schools, but a number of racially isolated schools still exist. The Board should consider additional ways of providing Cincinnati students with a quality integrated education. The Board and Superintendent should invite parents, community leaders and staff of racially isolated elementary and middle schools to explore the dynamics of "pairing" or "clustering" schools as another method to achieve quality integrated education. "Pairing" or "clustering" means merging the student populations at two or more schools which are reasonably close to each other, offering identical coordinated educational programs at all sites in the "pair" or "cluster," and assigning students to the sites in order to produce racially balanced student populations at all sites. The Board should consider offering additional resources that could be used by local schools as incentives for developing such a plan, while ensuring that the educational program and physical appearance of schools not directly involved are maintained properly.

STRENGTHEN THE QUALITY OF ADMINISTRATOR AND TEACHER LEADERSHIP

The Cincinnati Public Schools must increase substantially its efforts to develop principals who are effective educational leaders and school managers, teachers who can provide instructional leadership in schools and central administrators who direct their efforts toward support of the school as the focus of learning in our school system. Research findings demonstrate clearly that school leadership is the key to meeting the needs of students and that success can be achieved for all students when good leaders are in charge. The Cincinnati Public Schools has not given adequate attention to this important area which could lead to substantial improvement without large amounts of new funding.

Specific Recommendations

1. Redefine the principal's role with an emphasis on educational leadership versus that of a building manager. Educational leadership requires the use of collaboration and shared decision making with staff members, parents, community members, and students.
2. Hold the principal accountable for the establishment of a successful educational program and the effective and efficient use of building resource allocations.
3. Hold the teacher accountable for the establishment of a successful classroom educational program.

4. Encourage all staff members to participate in formal professional development activities, providing incentives for participation.
5. Include the following components in a procedure which permits the principal to select teachers to fill vacancies:
   a. Staff racial balance will be maintained.
   b. Training, experience, individual qualifications, and a commitment to the school will constitute the criteria for the selection.
   c. The principal will interview those teachers who have indicated an interest in a given vacancy in order of seniority. The principal is encouraged to include teachers on the staff of the school in the interview process.
   d. Teachers under contract with the district will provide the first source of candidates in filling new positions as well as anticipated vacancies for the ensuing school year. Contract teachers include teachers surplused from other schools, as well as teachers requesting transfers.
   e. After all present teachers under contract are assigned, outside candidates will be considered.

6. Hold all offices in the district responsible for providing assistance to the local school's educational efforts. Promote and strengthen the practices of collaboration and decentralized decision making on all levels in the district through involving those to be affected by a decision in the decision making process.
7. Conduct a study of the central administrative organization, eliminate any overlaps of responsibility, and ensure clearer lines of responsibility and authority.
8. Direct the Superintendent to evaluate the effectiveness of the LSAC, LSB, and Partners in Education programs in each school and take corrective actions to strengthen those valuable programs where needed.

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PROVIDE AN EFFECTIVE VOCATIONAL PROGRAM

The purpose of the vocational education program in the Cincinnati Public Schools should be to prepare young people to enter the job market with life-long learning skills which will enable them to adapt to changes in the workplace. This requires a greater emphasis on the academic component of vocational education so that vocational education students obtain skills in rational decision-making, abstract reasoning, reading, writing, computing, and information processing along with occupationally specific training. The committee supports continued implementation of the program recommendations of the Vocational Education Advisory Council which do not conflict with recommendations in this current report.

Specific Recommendations

1. Direct the Superintendent to prepare a specific plan for grouping similar vocational programs in the same vocational facility. The Steering Committee sees value in this "clustering" concept and believes that it could allow the school system to use resources more effectively and attract students and teachers around common career goals. The relocation of programs would be expensive, however, and could limit opportunities for students who would choose not to leave their neighborhood school. The development of a specific plan for "clustering" vocational programs affords the community and the Board of Education an opportunity to evaluate this concept and decide whether it should be implemented.

2. Redesign the Occupational Work Adjustment and Occupational Work Experience programs to serve those students who have not learned basic reading, communicating, and computing skills. These programs should be evaluated, at least in part, by the number of students who return successfully to the regular school program. The need for such programs should be reduced in the future as steps are taken to upgrade students' skills in the lower grades.
3. Examine the content, operation, and objectives of the Impact Home Economics program at each school so that student and staff time and talents are used most effectively.
4. Implement career exploration programs into the curricula for middle schools. Do not label programs in grades 7 and 8 vocational education even if vocational funding is used.
5. Explore cooperative efforts with the Great Oaks Joint Vocational School District for the purpose of broadening the program offerings available to students from both districts.
6. Increase collaborative efforts in program development by involving representatives from nearby post-secondary colleges and training programs with the goal of enhancing program continuity and making it easier for students to progress smoothly through these programs. These efforts should lead to collaborative arrangements which would allow a student at grade 11 to begin a four year technical training program.

7. Implement a three-year cycle for data collection, program review, and evaluation of vocational programs.
8. Institute an ongoing professional development program for all vocational education teachers.
9. Design the school day for vocational education students to ensure adequate instructional time for laboratory and academic subjects. This could require a longer school day in some cases.
10. Move responsibility for the development and operation of vocational courses and programs in the comprehensive high school to the Department of Curriculum and Instruction. Vocational education programs and courses should be viewed as another curriculum opportunity and should be treated administratively as such.
11. Implement a student application process for vocational education programs which includes the use of assessment instruments and counseling services.
12. Develop business and labor union partnerships with specific vocational programs to provide increased opportunities for job placements for students, advanced skill training for teachers, and teacher exchanges with business and industry personnel.

C-28

IMPROVE EFFORTS TO PUBLICIZE THE EDUCATIONAL OPPORTUNITIES AVAILABLE FOR STUDENTS

The Cincinnati Public Schools feature many high quality neighborhood schools, alternative programs, and vocational programs. The system needs to improve its efforts to inform the community, students and their parents about the opportunities which are available. The Superintendent should develop and implement an intense, focused marketing and promotion plan for the quality neighborhood school and for alternative and vocational options available in our community. A marketing plan which emphasizes the importance of staying in school to receive an education should also be developed and implemented.

APPENDIX A

ROSTER OF MEMBERS
GOALS AND LONG RANGE PLAN STEERING COMMITTEE
CINCINNATI PUBLIC SCHOOLS
1987

Virginia K. Griffin, Chairperson and Member, Board of Education

Richard N. Adams, Parent, Community Representative

Robert L. Braddock, Member, Board of Education

Jim France, Parent, Community Representative

Lynn E. Goodwin, Deputy Superintendent, Cincinnati Public Schools

Dr. John L. Henderson, Parent, Vice President, Cincinnati Technical College

Kathleen Henson, Parent, Community Representative

Verdell Hunter, Parent, Community Representative

Dr. Jerome Jenkins, Community Representative

Karen Jones, Cincinnati Federation of Teachers

Andrea Kornbluh, Parent, Community Representative

Jerry H. Lawson, Member, Board of Education

William J. Madison, Parent, Instructor, Miami University

Major R. McNeil, Assistant Superintendent, Cincinnati Public Schools

Thomas Mooney, Cincinnati Federation of Teachers

Dr. Myrtis H. Powell, Executive Assistant to the President, Miami University

Marilyn Roland, Parent, Community Representative

Dr. Kenneth Sharp, Principal, Whittier Elementary

Marylyn Smith, Associate Dean, University of Cincinnati

Maureen Sullivan, Parent, Community Representative

Dr. Jeannette Taylor, Dean, University of Cincinnati

Patricia Timm, Parent, Community Representative

Ross E. Wales, Parent, Community Representative

Process Consultants: Dr. Nancy A. Evers
Donna L. Ginn
Dr. Rosalee McDermott

Staff Coordinator: Dr. Jack L. Lewis, Associate Director,
Cincinnati Public Schools

APPENDIX B

Overview of the Process to Develop Recommendations

Two documents served to focus and give direction to committee activities. The first document was the mission statement for the Cincinnati Public Schools adopted by the Board of Education on July 22, 1985.

> The Mission of the Cincinnati Public Schools is to prepare students for a lifetime of learning, growth and enrichment in a changing society. To achieve this mission, the Cincinnati Public Schools will provide each child with equal access to programs of educational excellence in socio-economically and racially integrated settings. Students will learn the essential knowledge, skills, and attitudes to be responsible and productive citizens who can achieve their highest potential and be prepared to respond to change in their lives. Students will learn respect for themselves and others. The students, teachers, administrators, parents, Board of Education, and general community share responsibility for the fulfillment of this mission.

The second document, which was approved by the Board of Education on February 24, 1986, gave the specific charge to the committee and contained the following questions the committee was asked to address.

> The purpose of the Long Range Plan is to set forth a program of actions to be taken by the Cincinnati Public Schools to produce a coherent high quality educational system which further reduces racial isolation, specifically meets the Taeuber index goals contained in the Bronson Settlement Agreement and ensures stable enrollment in the school system. The mission and goals of the district will serve as the philosophical backdrop for the Long Range Plan. The Plan will answer these questions:

1. What strategies will the district use to further reduce racial isolation in the system and meet the Taeuber Index goals, and where in the system will those strategies be used?

2. What alternative or magnet schools/programs will be added, expanded, discontinued, relocated? If schools/programs are added, expanded, or relocated, where will the additions, expansions or relocated programs/schools be placed?

3. What improvements do we need to make in the alternative and neighborhood schools to provide educational continuity, and equally excellent education for all students?

4. What facilities will we need to implement the Plan? Will we need to close buildings, construct new ones, add to or renovate existing buildings, convert buildings to new uses? If so, where should those facility changes occur?

5. How should our vocational education program be organized to produce better opportunities for students and further reduce racial isolation?

6. What educational improvements should we make to meet the special needs of students, such as those who are handicapped, at risk of failure or dropping out, or gifted and talented?

7. What will the plan cost and how will we fund it?

8. How can the burdens and benefits of change be equitably distributed along racial and geographic lines and among students, teachers, administrators, parents, and community?

In addressing these eight questions, the steering committee conducted a series of meetings with community members and school system staff, reviewed pertinent data about the school system, and engaged in extensive discussions. These key activities are discussed briefly in the following sections.

Community and Staff Meetings

In May of 1986, this committee conducted a series of meetings to gain information from the community and from school system staff members in the program areas related to the eight specific questions. Participants in these open meetings were given an opportunity to identify problems that now exist in these program areas and to suggest solutions to these problems. The thoughts expressed in these meetings were transcribed and presented to committee members for their review and use.

Review of School System Data

Following a review of information from the staff and community meetings, the committee met in 1986 during the months of June, July, and August to review data and statistics on the school system's programs. Committee members viewed detailed presentations concerning demographic trends in the district, the Bronson Settlement Agreement, school system facilities, alternative schools and programs, neighborhood school programs, vocational education programs, programs for handicapped and gifted/talented students, and programs for students at risk of failing or dropping out of school. Subsequent to each presentation, committee members discussed the data and formed initial recommendations in response to the eight specific questions.

Development of Preliminary Recommendations

With the background information and recommendations from their previous meetings, committee members worked during the months of September and October to develop a preliminary set of recommendations. The committee was divided into four small working groups during much of this time to discuss a given program area indepth and to prepare a list of recommendations for actions in that area. The four program areas assigned for this indepth analysis were alternative programs, neighborhood schools, students at risk/gifted and talented students/handicapped students, and vocational education.

The recommendations of each of these four groups were reported to the full committee for consideration, and each recommendation was reviewed. Through a structured process for gaining consensus among committee members, recommendations which the Steering Committee agreed were worthy of further discussions in the community were compiled and distributed to the community in the form of a preliminary report.

Community Involvement

Following development of the preliminary committee report, concerted efforts were made to obtain the thinking of school system staff and community members about these statements of possible actions. Through these efforts, the preliminary report was distributed widely within the Cincinnati community, open meetings were held to receive comments, and presentations were made to various groups and organizations upon request. Approximately 10,000 copies of the preliminary report were distributed through these efforts.

Over 2,000 individuals attended the open meetings held for school system staff and community members. Participants in these meetings were given an opportunity in a small group setting to make comments about the recommendations and to indicate their reaction to each recommendation on a prepared survey form. These comments were recorded, and then distributed to the committee along with an analysis of the survey forms submitted by 1,100 individuals. Over 260 pages of typed comments were sent to committee members as a result of the information received at these meetings.

Additional information was received at twenty-four meetings held upon request with specific groups and organizations. In addition, over one hundred letters were received from local organizations and community members about the preliminary recommendations. Comments received from these meetings and copies of these letters along with any attached position papers were sent to each committee member.

Development of Final Recommendations

Following completion of the meetings described above, the committee held ten additional meetings to discuss and to make decisions on each possible action stated in the preliminary report. Information and recommendations received from school system staff and community members were considered very seriously during these deliberations.

As a result of these discussions, many of the preliminary recommendations are no longer supported by committee members and have been removed from the final set of recommendations. The remaining recommendations were either modified in some manner, combined with other recommendations, or approved in their original form.

Future Activities Regarding These Recommendations

The Goals and Long Range Plan Steering Committee has sent this final report to the Board of Education for its consideration. Prior to making a decision on contents of the report, the Board will hold public hearings on April 20 and April 27 to give community members an opportunity to express support for or concerns about recommendations contained in the report. In order to inform community members about the contents of this report in advance of the hearings, the recommendations will be discussed on a cable access television program on April 16. The Board of Education has also asked the Superintendent to study the report and submit her reactions to it by April 27.

After considering the information received at the public hearings and from the Superintendent, the Board of Education will discuss report contents in a special public Board meeting on May 1. At its regular meeting on May 11, the Board will vote on the report and on any amendments Board members may wish to make. Planning for implementation of the approved recommendations will begin immediately, but actual implementation may take several years.

SPECIAL REPORT OF THE SUPERINTENDENT

GOALS AND LONG RANGE PLAN

Pursuant to your request I am providing a response/reaction to the Final Report of the Goals and Long Range Plan Steering Committee. The comments include input from members of the Cabinet who reviewed the final document at the regular Cabinet meeting on Tuesday, April 21.

The specific recommendations are not repeated here for the sake of brevity; however, they are cited by number and page next to each comment.

The chairpersons and members of the Goals and Long Range Plan Steering Committee are to be commended for their commitment and perseverance in the development of this significant report. The recommendations should serve as a resource for policy development by the Board of Education giving direction to the school district in specific areas for implementation over the next several years.

FINAL REPORT OF THE GOALS AND LONG RANGE PLAN STEERING COMMITTEE

SUPERINTENDENT'S COMMENTS

Recommend. Number	Page	Comments
		Strengthen the Neighborhood Schools
1	5	Focus on a strong core academic program with Latin being an optional offering. Teachers of Latin are not always available. Latin may continue to be offered only in the alternative programs. Grouping practices must be monitored carefully to avoid creating a "tracking system." A committee is already being formed to review/develop a core academic program at the elementary and middle/junior high levels. Local school programs should reflect the city-wide academic program. Costs of additional textbooks, instructional materials, and teacher training would have to be determined.
2	6	(2a) Current efforts to provide a preschool program with private funding at the two demonstration schools could serve as a pilot for this recommendation. (2b) Caution: Could have a negative impact on situations where all-day kindergarten is used to desegregate schools. Begin with all-day kindergarten as an alternative for racial balance.

SPECIAL REPORT OF THE SUPERINTENDENT (cont.)

Recommend. Number	Page	Comments
2 (cont.)	6	(2c) Study required to determine impact on facilities.
		May be cost prohibitive; therefore, alternate ways of reducing class size/teacher work load need to be considered, such as the use of paraprofessionals to assist teachers. (Train teachers in effective ways to use services of an instructional assistant.)
3	6	Proposed Revised Policy 5119 addresses this. To be presented to the Board of Education on April 27, 1987. Implementation of this policy would accomplish the intent of this recommendation.
4	7	Need to study the most cost effective way to provide in-school suspension classes, develop a model and pilot test it in a high school and a junior/middle school. If not cost prohibitive, could be phased in over several years in secondary schools.
		Research in this area strongly supports in-school suspension as long as the program is more than a "holding tank."
		The newly formed Committee on Discipline should consider this in its deliberations.
5	7	A comprehensive summer school program is sorely needed. Additionally, tutorial type "catch up" classes are needed for some students to prepare them for more challenging academic courses.
6	8	Evaluate current testing practice in terms of total time spent, instruments used, and usefulness of data provided.
		(6a) Review pre-kindergarten assessment measures currently available and adopt one for use in the Cincinnati Public Schools. Review costs associated with acquiring testing materials and possibly extra persons to assist in administering the tests.
		(6b) Consistent with current Goal 4.0 to increase multicultural multiracial understanding.
		(6c) First task is to assess the current curriculum design to assure skills are included and are being taught. Considerable research required to develop an effective testing program to assess these skills.
7	8	High cost item to provide added staff, develop program and provide extensive requisite training. Would have to be phased in over time.
		Requires "design" of a "guidance program" and clarification of the counselor job description.

SPECIAL REPORT OF THE SUPERINTENDENT (cont.)

Recommend. Number	Page	Comments
7 (cont.)	8	Elementary counselors should be considered a high priority along with visiting teachers or home-school coordinator.
8	9	A cost effective approach could be the use of trained health room aides or licensed practical nurses assigned to each school augmented by an itinerant registered nurse. The Health Department should assume greater responsibility for accomplishing this recommendation.
9	10	Currently under way through the "Cincinnati Collaborative" with funding from the Ford Foundation and National Alliance of Business.
10	10	A new maintenance levy required. Playground equipment (approved for safety standards) is a high-cost item.
11	10	Continue current efforts and develop others. (Clarify target population: teachers? students? both?)
12	10	Incorporate into other recommendations, i.e. Recs. 7, 9, and vocational education recommendations.
13	10	(13a) Currently being addressed by our building utilization (facilities) committee. Need to dedicate space in each school for handicapped students. This will lower the capacity rating and may increase the need in some communities for additional space.
14	11	14c & 14e are high-cost items. Technology and textbooks compete for the same resources. Both are essential for a successful program.
		Alternative School System
1	12	Current evaluation of alternative programs includes most of the criteria listed. A criteria unique to the specific alternative instructional program needs to be developed.
2	13	Presently being done annually and modifications to staffing made as indicated in the review.
3	13	Except for centralizing the selection process, items a-d are currently being done. Centralizing the selection process could be more efficient in monitoring the Taeuber Index. The alternative office will need more personnel to perform this task (perhaps temporary assignments). It may somewhat limit parents' absolute freedom of choice.

SPECIAL REPORT OF THE SUPERINTENDENT (cont.)

Recommend. Number	Page	Comments
		Early Adolescents
2	14	Reducing the size of middle/junior high schools will require more buildings. Large schools can accommodate students' needs for a smaller cohort group by organizing a "school within a school."
		Continuity Between Schools and Programs
1	17	Under the current neighborhood/alternative school assignment of students, it will be difficult to have a pure consistent neighborhood school feeder system across the district and have adequate enrollment in all schools without relying on open enrollment in some instances to gain students or seek to achieve racial balance.
		Reduce Racial Isolation
	19	Must be considered along with school and program continuity recommendations.
		Administrator and Teacher Leadership
1	20	Educational leadership is too narrowly defined.
4	21	The gain to be derived from professional development is its own reward and the incentive for participation.
5	21	Item 5 has no relationship to teacher leadership. These are contractual items.
6	22	Sentence #1 is a given. Collaboration is a useful concept and should be exercised when appropriate. As stated in the recommendation, it is all too inclusive and could lead to confusion and indecisiveness. Administrators, to be accountable, must be able to practice "situational leadership" as needed.
7	22	Underway. Some changes may need to be phased in.
		Effective Vocational Program
1	23	It may be more realistic to prepare a report on the implications of clustering for review by the Board prior to the development of a detailed "plan."

Lee Etta Powell
Superintendent of Schools

APPENDIX D

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 16, 1987
1.	**Communitywide Task Force**	1a.	The Communitywide Task Force met 5 October 1987 and endorsed the Cincinnati School Levy.
2.	**New Alternatives**	2a.	A meeting is scheduled on October 26 with the Rockdale community to explore alternatives for Rockdale's future: making Rockdale the site of the September, 1988 K-6 Math and Science Academy or returning Rockdale to district school status only.
		2b.	The site selection process for the two new alternatives funded under the magnet schools grant will begin in November.
		2c.	The Bronson budget for 1987-88 is being revised to incorporate the reduction in cost to Bronson afforded by the magnet schools grant funding.
3.	**Existing Alternatives**	3a.	The following alternative programs will be evaluated during the 1987-88 school year: Academy of World Languages, Primary School for Arts Enrichment, Roll Hill Reading Demonstration, and Shroder Paideia. Evaluation activities will begin in November and conclude in May, 1988. These evaluations will form a part of the magnet school evaluation.
		3b.	Accepted Alternative Application Report 1/1/87 - 9/18/87

Total Applications Received	13,121
Accepted	4,550
Blacks Accepted	2,376
Non-Blacks Accepted	2,174
Percent Blacks Accepted	52.22
Percent Increasing Taeuber	17.41
Percent Decreasing Taeuber	30.07
Percent Neutral Taeuber	52.53

3. **Existing Alternatives** (Continued)

3b. (Continued)

BLACK	9,569
NON-BLACK	8,296
TOTAL	17,865

NOTE: Data reported on the September enrollment will change because of no-shows, withdrawals, and late acceptances. This report will be updated and distributed in December.

Period 1985/86 1/1/86 - 9/22/86

Total Applications Received	13,334
Accepted	4,615
Blacks Accepted	2,299
Non-Blacks Accepted	2,316
Percent Blacks Accepted	49.82
Percent Increasing Taeuber	13.00
Percent Decreasing Taeuber	29.21
Percent Neutral Taeuber	57.79

3c. On October 14, Vella Ellis and John Clark met with the Schiel LSAC to discuss additional staff for the Primary Arts alternative. The LSAC intends to submit a request for additional funds for increased staff for budget consideration. In addition, they may make a similar recommendation as part of the 1987-88 evaluation procedure.

D-2

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF OCTOBER 16, 1987** | **Page 3.**

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4. **Open Enrollment**

4a. TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 15, 1987:

Secondary
366 Black
5 White
371 Total

Elementary
266 Black
20 White
286 Total

TOTAL APPLICATIONS REJECTED:

Secondary 151
Elementary 156
307 Total

TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 12, 1986:

Secondary
419 Black
15 White
434 Total

Elementary
350 Black
18 White
368 Total

TOTAL APPLICATIONS REJECTED:

Secondary 286
Elementary 221
507 Total

NO CHANGE.

D-3

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 16, 1987
5.	**Other Means for Reducing Racial Isolation**	5a.	This September Oyler Elementary School successfully implemented two 50/50 racially balanced all day kindergarten classes. As a result of these classes, and other open enrollment black students who enrolled at Oyler this year, Oyler has gone from 6.4% black in 1986-87 to 14.9% in 1987-88--an 8.5% improvement and a move from the "racially impacted" category (90% or more of one race) to the "racially isolated" category (80% or more). If these students remain, and next year's all day kindergarten program is as successful, the reduction of racial isolation will improve each year.
6.	**Low Achieving Schools**	6a.	Principals completed management plans related to 1987-88 school goals.
		6b.	All programs are currently under way according to expectations.
		6c.	Budget adjustments and requisitions for material and services were executed to support program initiatives.
7.	**Staff Development**	7a.	The Evaluation Branch has completed the 1987-88 Needs Assessment Report for staff development. It is now being prepared for distribution to the district. Local schools will receive an itemized summary report of their individual responses. Education Center personnel will receive a compilation report of the total district.
		7b.	The 1987-88 (Volume II) Professional Library catalog for the Staff Development Center will be distributed in November. The resources included in the catalog are kits, videos, magazines, bulletins, pamphlets, and professional books. Approximately thirty-five (35) educational subjects are included in this volume.

7. Staff Development (Continued)

7c. Personnel at the Staff Development Center are examining The Equity Principal Program for possible use in the district. It incorporates the behaviors of principals, effective school research, and equity concepts to deliver an inclusive approach to excellence.

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8. Staff Racial Balance

8a. The figures below represent the results of the transfer process completed for the school year, 1987-88.

Number of Teachers Requesting Transfers

School	White	Black/Other Minorities	Total
Elementary	120	44	164
Secondary	125	46	171
Special Education	7	0	7
Total	252	90	342

Number of Teachers Receiving Transfers

School	White	Black/Other Minorities	Total
Elementary	97	32	129
Secondary	59	26	85
Special Education	0	0	0
Total	156	58	214
Total Percentage	62%	64%	63%

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 16, 1987
9. Housing Plans of City	9a. We have received notice of one proposed CMHA housing acquisition located in the Midway attendance area. Since Midway's pupil membership is only 34.6% black, this acquisition would be beneficial to racial balance.
10. Community Education	10a. The first LSAC Training session involved 89 participants (32 staff, 57 parent and community), representing 38 schools.
	10b. LSAC staff attended more than 30 school and community meetings, recruiting new LSAC members and assisting in committee organization for 1987-88.
	10c. LSAC information packets are being sent to chairs/VIPs, as are the Budget Presentation documents.
	10d. Communication assistance is being provided for a community meeting at Rockdale School, regarding the future of the alternative program.
	10e. Recruitment of new LSAC members, and LSAC members for district-wide committees, focuses on race and socio-economic level.
11. Publicity and Marketing	11a. Sands Montessori--Assisted with publicity for preschool Open House on September 30.
	11b. Paideia—Interviewed, took photos, designed first quarter newsletter to be mailed mid-November to Shroder Paideia students, potential students at new K-6 Paideia school, and Withrow's International Studies Academy. Feature article will be on Shroder's National English Teachers Conference Center for Excellence Award.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 16, 1987
11. **Publicity and Marketing** (Continued)	11c.	City-Wide Law, Government and Communications Academy--Designed newsletter for recruitment for 1988-89 school year.
	11d.	Roll Hill--Assisted principal with Annual Progress Report. Featured alternative program highlights; quotes from teachers, students, and principal; and photographs. Report will be used as public relations tool for parents calling and visiting the school.
	11e.	Academy of World Languages—Arranged media coverage of Soviet physicians visiting Russian classroom on October 1.
	11f.	Alternative Application—Prepared rough version and specifications for bids of 1988-89 alternative application (regular and priority).
	11g.	Alternative Publicity for 1988-89 School Year--Planned newspaper supplement on district in general, but featuring alternative programs. It will appear last week in January in Cincinnati Enquirer to coincide with availability of alternative applications.
12. **Transportation**	12a.	For the month of September, 1,590 pupils have been added to yellow bus routes; 747 new stops have been added to the yellow bus routes; and 483 deviated forms have been processed (i.e., babysitter's, day care). Also, 1,898 additional Metro bus passes have been typed for pupils and sent to the schools. These figures include all public, private, and parochial pupils who have either changed schools, moved, or are requesting deviated bus stops, during the first month of school.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 16, 1987
13. **Extracurricular Activities Involvement (Non-Neighborhood Students)**	13a. No change in status.
14. **Discipline Committee**	14a. The System-Wide Discipline Committee is now meeting on a weekly basis to develop recommendations of specific issues such as corporal punishment, student smoking in secondary school and mandatory expulsions, etc., and to develop a central discipline guide or handbook.
15. **Unbiased Tests and Policies**	15a. The recommendations of the Test Selection Committee have been submitted to the Superintendent for decision.
16. **Unbiased Placement of Students Within Buildings**	16a. Awaiting further discussion with Deputy Superintendent Dr. Reginald Green.
17. **Information Centers**	17a. No change in status. Alternative Program Information Specialists have completed their work for the year and will not return to duty until December 1, 1987. We have been informed, however, that we will have to relocate the office housed last year at Millvale Primary School. An acceptable location for this office is being sought.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 16, 1987
18. **Evaluation of Settlement Agreement Activities**	18a. Completed an evaluation report on the low-achieving schools program from 1984 through the 1986-87 school year.
	18b. Completed a report on activities of the Alternative Program Information Specialists from 1984 through June, 1987.
	18c. Distributed survey forms to principals in buildings housing both alternative and non-alternative students. The survey form requests the data on students intermingling levels needed to compute the alternative version of the Taeuber Index.
	18d. Developed plans for the in-depth evaluation of selected alternative programs.
	18e. Began work on the evaluation of activities conducted under the Magnet Schools grant.

AP/ras
10/28/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
1. **Communitywide Task Force**	1a.	The Communitywide Task Force met 8 September 1987.
2. **New Alternatives**	2a.	We have received verbal approval from the grants officer and the program officer for the requested change in the Magnet Schools Grant. A letter of written approval is forthcoming.
	2b.	A meeting is scheduled with Dr. Green on September 21 regarding the site selection procedures for the two new alternatives to be funded under the magnet grant.
	2c.	John Clark and Tom Haley met with Dr. LePlant from U.C. on September 16 to plan a Magnet Schools funded IGE inservice.
3. **Existing Alternatives**	3a.	Accepted Alternative Application Report 1/1/87 - 9/18/87

Total Applications Received	13,121
Accepted	4,550
Blacks Accepted	2,376
Non-Blacks Accepted	2,174
Percent Blacks Accepted	52.22
Percent Increasing Taeuber	17.41
Percent Decreasing Taeuber	30.07
Percent Neutral Taeuber	52.53

3. Existing Alternatives (Continued)

3a. (Continued)

Period 1985/86 1/1/86 - 9/22/86

Total Applications Received	13,334
Accepted	4,615
Blacks Accepted	2,299
Non-Blacks Accepted	2,316
Percent Blacks Accepted	49.82
Percent Increasing Taeuber	13.00
Percent Decreasing Taeuber	29.21
Percent Neutral Taeuber	57.79

The implementation of Board Policy 5119, Student Assignment, Reassignment and Mobility, halted the placement of students once school started this year. The effects of the policy is illustrated between 1986-1987 figures.

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4. Open Enrollment

4a. TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 15, 1987:

Secondary	366	Black
	5	White
	371	Total
Elementary	266	Black
	20	White
	286	Total

TOTAL APPLICATIONS REJECTED:

Secondary	151	
Elementary	156	
	307	Total

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
4.	**Open Enrollment** (Continued)	4a.	(Continued) TOTAL APPLICATIONS APPROVED THROUGH SEPTEMBER 12, 1986: Secondary: 419 Black 15 White 434 Total Elementary: 350 Black 18 White 368 Total TOTAL APPLICATIONS REJECTED: Secondary: 286 Elementary: 221 507 Total
5.	**Other Means for Reducing Racial Isolation**	5a.	A meeting will be scheduled with appropriate staff to develop strategies that might be employed during the 1987-88 school year.
6.	**Low Achieving Schools**	6a.	Activities during the period focused on preparation for and the start of the school year. The only component activity beyond the individual school programs was the refresher training for computer lab managers and orientation of new teachers to the Wasatch Communication Arts Courseware.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
7. **Staff Development**	7a.	The Human Relations Professional Growth Institute course, **Ideas, Resources - An Outreach Program for Black History Month**, will be held during the fall. Participants have registered for the course. The course will give participants suggested ideas about activities, resources, and extended community resources related to Black History Month. Monica Curtis is the instructor.
	7b.	Jerry Braun and Georgetta King met with LaVerne Summerlin, Coordinator of The Urban Initiative School and Adult Literacy Components, to explore the possibility of planning and implementing workshops for teachers on Black and Appalachian Oral and Written Communication Skills. Kathleen Ware was consulted prior to meeting with Ms. Summerlin.
8. **Staff Racial Balance**	8a.	For the opening of school, 98% of the certificated positions in the district were filled. Personnel administrators are in the process of completing the necessary final reports regarding staff racial balance.
9. **Housing Plans of City**	9a.	There have been no additional notices of housing proposals during the last month.
10. **Community Education**	10a.	LSAC staff attended 30 meetings, recruiting volunteers and assisting in the formation of 1987-88 committees.
	10b.	A presentation on community involvement was part of the orientation for new principals.
	10c.	The first LSAC Training has been planned for September 23. It will be an orientation.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
10. Community Education (Continued)	10d.	Information on LSACs has been sent to principals and community council presidents.
	10e.	Local school budget recommendations made last spring have been summarized for dissemination.
11. Publicity and Marketing	11a.	Paideia--Began planning for issue four quarterly newsletter, Paideia, for the 1987-88 school year. Purpose will be to: use as a major vehicle to recruit 6th graders to Shroder Paideia for the 1988-89 school year; inform parents of children currently enrolled at Shroder Paideia that there is a continuation from grade nine at the International Studies Academy at Withrow; and promote the K-6 Paideia that will open in September, 1988. The newsletter will also be distributed to other school districts throughout the country, especially to those interested in the Paideia concept of education. Guest columnists will include Mortimer Adler; John Clark, Associate Director of Alternative Programs; students, administration, and teachers at Shroder and Withrow. First newsletter will be mailed the second week in November.
	11b.	Mt. Airy--Producing brochure for the Spanish Bilingual Program--writing, photographing, and graphic design. Will be mailed to recruit students and for parents whose children are currently in the program.
	11c.	Oyler--Working with school to promote the Applied Arts Academy and all-day kindergarten for the 1988-89 school year. Will produce a printed piece--brochure or flyer--for distribution.
	11d.	Hughes High School--Assisted school with Annual Progress Report which featured City-Wide Law, Government and Communications Academy and Computers Unlimited.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
11. **Publicity and Marketing** (Continued)	11e.	Alternative Publicity Plan for the 1988-89 school year will include production and printing of 1988-89 alternative application; printed pieces; public service announcements for radio and television; mailings; and printed advertisements. Last year´s theme, "We´ve got a lot in school for you!" will be carried over to this year.
12. **Transportation**	12a.	The Pupil Transportation Branch is transporting 44,257 public and private school students to 301 schools in 731 vehicles over 810 routes in 1,603 runs. These runs, laid end-to-end, exceed 55,000 miles traveled per day, over 10,000,000 miles annually. To accomplish this task, 22 vendors are employed to operate 358 yellow buses, 58 vans, approximately 40 Metro buses, 2 ambulances, 9 taxies, and 23 special education adapted vehicles. They transport 36,154 public school students to 83 schools and 8,103 private school students to 118 schools. To date, total ridership has increased 3,010 over last year. This includes 2,021 public school and 989 private school students. Yellow bus ridership has increased by 2,730, while Metro ridership has decreased by 451. This is the second consecutive year that yellow bus ridership has exceeded Metro ridership. To improve services, the Pupil Transportation Branch has taken steps to staff vacant positions; provide telephone communication inservice; improve communications with vendors, local school administrators, and parent groups; and improve turn-around time to implement stop and route changes.

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
12. Transportation (Continued	12a.	(Continued) More specifically, a telephone communication inservice was conducted by the Director of Pupil Transportation and another session by Cincinnati Bell will be scheduled. Three vacant permanent positions have been filled, additionally three temporary clerical appointments have been made. The computer map file is continuously updated from information by vendors, parents, and parent groups. Features of the computer program which accurately reflect loading time and running time of routes are being utilized to provide more accurate routing information. Requests for stop changes are continuously expedited rather than batching approved changes every three weeks.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a.	No change in status.
14. Discipline Committee	14a.	A draft for a discipline handbook which includes systemwide objectives, a statement on discipline philosophy, and suggestions for the development of individual school handbooks has been prepared.
	14b.	The Discipline Committee should begin discussions of that draft by the end of the month.
15. Unbiased Tests and Policies	15a.	Results of the pilot test and results of the teachers' ratings of the two top-ranked tests are ready to share with the Test Selection Committee as soon as a conflict-free date can be established.
	15b.	Plans were made to select a new readiness test under the Unbiased Test Policy.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 18, 1987
16. Unbiased Placement of Students Within Buildings	16a.	Awaiting further discussion with Deputy Superintendent Dr. Reginald Green.
17. Information Centers	17a.	No change in status. Alternative Program Information Specialists have completed their work for the year and will not return to duty until December 1, 1987. We have been informed, however, that we will have to relocate the office housed last year at Millvale Primary School. An acceptable location for this office is being sought.
18. Evaluation of Settlement Agreement Activities	18a.	Mary Gladden, who has served as an evaluator in the Settlement Information Section, has received a new assignment as Assistant Principal of Taft High School.
	18b.	Completed a report on students who transferred out of alternative programs during the 1986-87 school year. A variety of reasons were given by parents as explanation for the transfer requests.
	18c.	Completed a study of graduates from selected alternative programs.
	18d.	Met with John Clark to discuss evaluation of Magnet Grant activities. Jerry Moore has been assigned the responsibility of evaluating this project.

AP/ras
9/30/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF AUGUST 21, 1987
1.	**Communitywide Task Force**	1a.	The Communitywide Task Force did not meet in August, so there are no activities to report.
2.	**New Alternatives**	2a.	The school system has received verbal approval from Washington to modify its grant award so that we may open the Paideia K-6 and Elementary Math and Science K-6 in September, 1988. The program officer is checking the legality of this change with the USOE lawyers. A decision should be forthcoming on August 31.
3.	**Existing Alternatives**	3a.	Accepted Alternative Application Report 1/1/87 - 8/19/87

Total Applications Received	12,821
Accepted	4,527*
Blacks Accepted	2,360
Non-Blacks Accepted	2,167
Percent Blacks Accepted	52.13
Percent Increasing Taeuber	17.27
Percent Decreasing Taeuber	29.93
Percent Neutral Taeuber	52.79

* The decrease in numbers from those reported on July 24th reflects actual summer enrollments versus applications accepted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF AUGUST 21, 1987**

3. **Existing Alternatives** (Continued)

3a. (Continued)
Period 1985/86 1/1/86 - 8/19/86

Total Applications Received	12,876
Accepted	4,409
Blacks Accepted	2,121
Non-Blacks Accepted	2,288
Percent Blacks Accepted	48.11
Percent Increasing Taeuber	13.72
Percent Decreasing Taeuber	30.42
Percent Neutral Taeuber	55.86

4. **Open Enrollment**

4a. TOTAL APPLICATIONS APPROVED THROUGH AUGUST 18, 1987:

Secondary	369	Black
	6	White
	375	Total
Elementary	271	Black
	20	White
	291	Total

TOTAL APPLICATIONS REJECTED:

Secondary	151	
Elementary	156	
	307	Total

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF AUGUST 21, 1987**

4. **Open Enrollment** (Continued)

4a. (Continued)

TOTAL APPLICATIONS APPROVED THROUGH AUGUST 13, 1986:

Secondary	368	Black
	11	White
	379	Total
Elementary	292	Black
	14	White
	306	Total

TOTAL APPLICATIONS REJECTED:

Secondary	270	
Elementary	204	
	474	Total

5. **Other Means for Reducing Racial Isolation**

5a. Report will be forthcoming as implementation strategies are developed relating to the Long Range Plan and systemwide goals.

6. **Low Achieving Schools**

6a. Successful completion of the 1987 summer school occurred with the conclusion of the summer programs at Heberle and Washburn on July 31, 1987. Work on the 1986-87 evaluation report continues. A summary of the California Achievement Test data indicates the following:

	COMPONENT		STATUS AS OF AUGUST 21, 1987
6.	**Low Achieving Schools** (Continued)	6a.	(Continued) The three-year goal for achievement in reading fell short of the target (15%) by 2.4%. The three-year goal for achievement in mathematics exceeded the target (10%) by 5.2%. In both reading and mathematics, the low achieving schools average exceeded the district average by 8.8% and 10.5% respectively.
		6b.	Principals returned to duty on August 17, 1987 to complete preparation for the 1987-88 school year. Budget allocations and personnel are in place for the year ahead.
7.	**Staff Development**	7a.	Administrators and designated staff members from the following schools completed MIET training this summer: Aiken, Eastern Hills, Heinold, Gamble, Parham, and Woodward. During the 1987-88 school year, staffs in these schools will be trained at their local school by individuals who received the summer training.
		7b.	Professional Growth Institute catalogs have been distributed to the schools. Registration will begin in September.
8.	**Staff Racial Balance**	8a.	Presently, two schools are out of compliance for racial balance. They are: Sands Montessori and Walnut Hills High School. Sands offers a unique problem in that the staff has to be Montessori trained. There have been some local efforts to retrain CPS teachers through the Xavier University Montessori Program. Although generally successful, the number of minorities completing the program does not meet current or future needs of racially balancing the Sands staff.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		**STATUS AS OF AUGUST 21, 1987**
9.	**Housing Plans of City**	9a.	There have been no notices of housing proposals during the last month.
10.	**Community Education**	10a.	Activities occurring this month were related to planning for the 1987-88 school year.
11.	**Publicity and Marketing**	11a.	Paideia— Newsletter to encourage new students to attend in September was mailed the second week in August to registered Shroder students and targeted groups of seventh graders. Included information about the first day of school.
		11b.	Roll Hill--Sent first day of school flyer to Roll Hill students and staff which included information about the program, time changes, and first day celebrations with the school's partner-in-education, Kenner Products.
		11c.	Comey Shepard--Made presentation to group of 40 Realtors. Showed slide/tape presentation "Share the Success" and highlighted alternative programs. Questions, most of which pertained to alternative programs, were answered.
		11d.	Day in Eden—Volunteered time at booth to answer questions on alternatives.
		11e.	Budget Booklet—Prepared information to be included in detailed budget booklet: how to apply, summary, program listing.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF AUGUST 21, 1987
12. **Transportation**	12a. Non-public and private routes were sent to all parents as of August 7, 1987.
	12b. Non-public and private routes and rosters were sent to the vendors and schools as of August 7, 1987.
	12c. Public routes were sent to parents as of August 17, 1987.
	12d. Public routes and rosters were sent to vendors and schools as of August 17, 1987.
	12e. Metro routes were shipped to schools the week of August 10, 1987.
	12f. Metro bus passes were packed and distributed to schools as of August 17, 1987.
13. **Extracurricular Activities Involvement (Non-Neighborhood Students)**	13a. Pending reorganization, personnel from the Alternative Office will meet with Mr. Vernon Grose, the Pupil Transportation Director, to discuss the feasibility and procedures for extracurricular pupil transportation.
14. **Discipline Committee**	14a. No activity during this period.
15. **Unbiased Tests and Policies**	15a. Results of the pilot test of the two highest ranking achievement tests were analyzed.
16. **Unbiased Placement of Students Within Buildings**	16a. Work continues on the document, "Analysis of Racial & Gender Balance."

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF AUGUST 21, 1987
17. Information Centers	17a.	No change in status. Alternative Program Information Specialists have completed their work for the year and will not return to duty until December 1, 1987.
18. Evaluation of Settlement Agreement Activities	18a.	Completed a review of alternative program applications submitted by siblings and by students in priority schools. The net impact of accepted applications on the Taeuber Index was found to be neutral for siblings. The pattern of accepted applications from priority students as a group was found to result in a reduction of the Taeuber Index.
	18b.	Completed an evaluation report on alternative programs for 1986-87.
	18c.	Completed an evaluation report on the CAPE Primary alternative program.
	18d.	Completed first drafts of evaluation reports on low-achieving schools and open enrollment.

AP/ras
8/26/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JULY 24, 1987
1. **Communitywide Task Force**	1a. The Communitywide Task Force did not meet in July, so there are no activities to report.
2. **New Alternatives**	2a. A second magnet schools grant revision was sent to Washington on July 22. We have received verbal approval for our proposed change - to open the Paideia K-6 and the Elementary Math and Science K-6 programs in September, 1988. The expended money from these two programs will be carried forward to the continuation grant period - 10/1/88 through 9/30/89, with the grant amount reduced by the amount carried forward from the first year grant period.
3. **Existing Alternatives**	3a. A six week Paideia training course carrying six semester hours of graduate credit in the Humanities at Xavier University has been completed. Ten staff members new to Shroder and 5 teachers from Withrow ISA/IB participated. The training was conducted by Dr. Richard Gruber, Xavier; Mrs. Rosa Blackwell; and Mr. John Clark.
	3b. Summer curriculum development workshops at CAMAS and the Academy of World Languages have been conducted. A curriculum development effort at Computers Unlimited is in the planning stage to be conducted in late August with approval of the planning design.
	3c. The Alternative Office has submitted data to the Evaluation Branch that will serve as basis for a report on alternative program application acceptance procedures.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

3. Existing Alternatives (Continued)

3d. Accepted Alternative Application Report 1/1/87 - 7/24/87

Total Applications Received	12,572
Accepted	5,081
Blacks Accepted	2,625
Non-Blacks Accepted	2,456
Percent Blacks Accepted	51.66
Percent Increasing Taeuber	17.10
Percent Decreasing Taeuber	30.05
Percent Neutral Taeuber	52.84

Period 1985/86 1/1/86 - 7/28/86

Total Applications Received	12,625
Accepted	4,332
Blacks Accepted	2,066
Non-Blacks Accepted	2,266
Percent Blacks Accepted	47.69
Percent Increasing Taeuber	13.73
Percent Decreasing Taeuber	30.38
Percent Neutral Taeuber	55.89

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4. Open Enrollment

4a. TOTAL APPLICATIONS APPROVED THROUGH JULY 15, 1987:

Secondary	312 Black
	5 White
	317 Total
Elementary	212 Black
	20 White
	232 Total

COMPONENT		STATUS AS OF JULY 24, 1987

4. Open Enrollment
(Continued)

4a. (Continued)
TOTAL APPLICATIONS REJECTED:

Secondary	147	
Elementary	153	
	300	Total

TOTAL APPLICATIONS APPROVED THROUGH JULY 11, 1986:

Secondary	271	Black
	9	White
	280	Total
Elementary	250	Black
	14	White
	264	Total

TOTAL APPLICATIONS REJECTED:

Secondary	254	
Elementary	190	
	444	Total

5. Other Means for Reducing Racial Isolation

5a. Report will be forthcoming as implementation strategies are developed relating to the Long Range Plan and systemwide goals.

6. Low Achieving Schools

6a. Orientations for summer school staff to materials and programs were conducted prior to the origination of summer school at each site.

6b. The summer program has been successfully concluded at five of the sites. Heberle and Washburn conclude their summer programs on July 31.

6c. California Achievement Test results for low achieving schools are now available. The percent of students at and above norm for 1987 and the gains over last year and the base year are indicated below:

	Reading			Mathematics		
School	1987	Gain 86-87	Gain 84-87	1987	Gain 86-87	Gain 84-87
Hays	29.4	-6.0	+3.4	47.2	-6.5	+6.5
Heberle	40.9	+5.6	+15.6	59.5	+3.6	+12.9
Heinold	44.7	+1.6	+17.1	55.1	+3.1	+16.3
Hoffman	58.3	+2.0	+21.0	67.8	+3.5	+28.1
Rothenberg	24.3	-2.9	+1.9	23.4	-7.6	+1.0
Washington Park	35.1	-5.0	+11.9	43.5	-0.3	+4.4
Windsor	42.8	+1.1	+15.0	65.9	+6.0	+37.5
Average	39.4	0.0	+12.6	52.2	+1.8	+15.2
System Average	56.4	-0.1	+3.8	62.8	+0.6	+4.7

A more detailed report will be submitted by the Evaluation Branch.

7. Staff Development

7a. No report.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JULY 24, 1987
8. Staff Racial Balance	8a.	June through July is one of the peak months for Personnel, with teachers being transferred from one school to another and new employees being hired to fill vacancies. A complete statistical report will be presented in September for both of these areas.
9. Housing Plans of City	9a.	Received notice of three proposed acquisitions by CMHA. One of the proposed acquisitions is located in the North Fairmount attendance area and probably would be harmful to racial balance. The other two proposed acquisitions were in the Central Fairmount and Kirby Road/Chase attendance areas. The acquisition of these two dwellings by CMHA would probably improve racial balance.
10. Community Education	10a.	Prior to summer break, LSAC staff met with several principals to assess needs for next school year.
	10b.	Attended the National Council of State Community Education Association´s summer meeting, representing Ohio.
	10c.	Participated in program planning for the upcoming year with the Cincinnati Council of PTA.
	10d.	Compiled results of two surveys administered to principals (regarding services of LSAC Specialists), and Local School Volunteer Coordinators.
	10e.	Received notification that a $15,000 Community Education grant has been awarded by the Ohio Department of Education. The grant is for the development of advisory committee training materials in areas identified by last year´s LSAC Training participants.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF JULY 24, 1987** |

11. Publicity and Marketing

11a. Paideia Newsletter—Produced summer newsletter to be mailed in August to parents of children registered for September. It´s purpose is to sustain interest and to remind parents of orientation, starting times, and transportation policies. The teacher training seminar at Xavier will be featured and include interviews from International Studies Academy teachers and new teachers from Shroder Paideia.

Plans are being made to continue the Paideia newsletter throughout the 1987-88 school year to: 1) continue to recruit 6th grade students 2) inform current parents that there is a continuation at ISA 3) promote expansion of a K-6 Paideia School 4) use as a PR tool and distribute to other school districts throughout the country, particularly those districts interested in the Paideia concept.

11b. Partners-in-Education—Assisting Carol Davidow with interviews, photography/design, writing of 1987 PIE Annual Report which includes several articles about alternative school partnerships with businesses.

11c. Mt. Airy—Assisting principal with production of brochure featuring Spanish bilingual program. Advantages of a bilingual education and interviews with parents and teachers will be included.

11d. Roll Hill—Developing flyer to distribute to parents of children enrolled for September to encourage them to send their children on the first day. Roll Hill´s partner-in-education, Kenner Products, is working with the school for a first day celebration. Flyer will highlight the program´s feature, school starting time, etc.

11e. Alternative Program Information packet was sent (along with other CPS materials) to a New York consulting firm compiling information for Chiquita Brands´ relocation to Cincinnati.

11f. Alternative Poster, "We´ve got a lot in school for you!" mailed to mailing list of 300 Realtors obtained from Cincinnati Board of Realtors.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JULY 24, 1987
12. Transportation	12a.	Summer enrollment centers closed as of July 23, 1987.
	12b.	All census mailers sent from the Census Office to students, and new mailers sent daily to students as changes are received from Census.
	12c.	Parochial routes are in the process of being routed.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a.	Pending reorganization, personnel from the Alternative Office will meet with Mr. Vernon Grose, the Pupil Transportation Director, to discuss the feasibility and procedures for extracurricular pupil transportation.
14. Discipline Committee	14a.	Subcommittees of the Systemwide Discipline Committee met during this period and sent reports to Dr. Holloway.
	14b.	The Ad Hoc Coordinating Committee is scheduled to meet August 19 to review the material that has been submitted.
15. Unbiased Tests and Policies	15a.	No activity during this period.
16. Unbiased Placement of Students Within Buildings	16a.	Work continues on the document, "Analysis of Racial & Gender Balance."

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JULY 24, 1987
17. **Information Centers**	17a. No change in status. Alternative Program Information Specialists have completed their work for the year and will not return to duty until December 1, 1987.
18. **Evaluation of Settlement Agreement Activities**	18a. Work continued on a number of reports on activities related to Settlement Agreement activities. These reports are in varying stages of development, but none is in a form ready for distribution.

AP/ras
7/29/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JUNE 12, 1987
1. **Communitywide Task Force**	1a.	The Communitywide Task Force met 2 June 1987. - We heard from, and shared with, the Superintendent. - We reviewed EW&T's new Open Enrollment spots for television and radio. - We thanked the State Board of Education for their Greenhills-Forest Park transfer decision.
2. **New Alternatives**	2a.	Cincinnati Public Schools has officially received a grant from the Magnet Schools Assistance Program in the amount of $1,505,137. The grant will cover the additional costs incurred for beginning two new alternative programs - Paideia, K-6 and Elementary Mathematics and Science, K-6, expansion of seven current alternatives, and curriculum improvements for four current alternatives.
	2b.	The Alternative Schools Office is negotiating a change in the grant terms to allow implementing the new alternative programs in September, 1988 instead of September, 1987 due to lateness in receiving the grant award.
3. **Existing Alternatives**	3a.	Curriculum development is being conducted for the following alternatives this summer: AWL, CAPE Primary, Paideia, ISA/IB, CAMAS, and CUP.
	3b.	Paideia training in the ISA/IB program and for ten teachers new to Shroder Paideia is being conducted from June 8 through July 13 at Xavier University and Crest Hills Staff Development Center. The training carries six semester hours of graduate credit in the humanities.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

3. Existing Alternatives (Continued)

3c. Accepted Alternative Application Report 1/1/87 - 6/5/87

Total Applications Received	11,627
Accepted	4,610
Blacks Accepted	2,365
Non-Blacks Accepted	2,245
Percent Blacks Accepted	51.30
Percent Increasing Taeuber	17.55
Percent Decreasing Taeuber	29.70
Percent Neutral Taeuber	52.75

Period 1985/86 1/1/86 - 6/5/86

Total Applications Received	11,250
Accepted	4,239
Blacks Accepted	2,065
Non-Blacks Accepted	2,174
Percent Blacks Accepted	48.71
Percent Increasing Taeuber	14.70
Percent Decreasing Taeuber	30.97
Percent Neutral Taeuber	54.33

4. Open Enrollment

4a. TOTAL APPLICATIONS APPROVED THROUGH JUNE 15, 1987:

Secondary	266	Black
	5	White
	271	Total
Elementary	171	Black
	19	White
	190	Total

COMPONENT — **STATUS AS OF JUNE 12, 1987**

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4. **Open Enrollment** (Continued)

4a. (Continued)

TOTAL APPLICATIONS REJECTED:

Secondary	138	
Elementary	144	
	282	Total

TOTAL APPLICATIONS APPROVED THROUGH JUNE 13, 1986:

Secondary	247	Black
	7	White
	254	Total
Elementary	224	Black
	13	White
	237	Total

TOTAL APPLICATIONS REJECTED:

Secondary	236	
Elementary	169	
	405	Total

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5. **Other Means for Reducing Racial Isolation**

5a. Report will be forthcoming as implementation strategies are developed relating to the Long Range Plan and systemwide goals.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JUNE 12, 1987
6. Low Achieving Schools	6a.	School Improvement Teams from each of the Low Achieving Schools met during May in a full day workshop to review their goals and priorities, develop skills in planning for instructional improvement and prepare workshop plans for 1987-88 program implementation with staff.
	6b.	School site staff meetings were conducted to validate goals and priorities with full staff and develop management plans for 1987-88.
	6c.	Summer school preparations continued with implementation of a four-week summer school according to the following schedule: June 8 -- Hays, Heinold and Rothenberg; June 22 -- Hoffman and Windsor; July 6 -- Heberle and Washington Park.
7. Staff Development	7a.	MIET (Maintaining and Improving Effective Teaching) training for trainers took place during the week of June 8-12, 1987. Trainers (school administrators and teachers) from Heinold, Parham, Gamble, Eastern Hills, Crest Hills, Aiken, and Woodward will begin training their staffs during the 1987-88 school year. The MIET Program includes solid research-based information regarding teaching behaviors that influence quality integrated education for all students.
	7b.	The Professional Growth Institute bulletin for the fall will include two human relations courses. **Ideas, Resources - An Outreach Program for Black History Month** Instructor: Monica S. Curtis, Communications This course will not only give participants activities and resources relating to Black history, but will give concrete, workable solutions to extending your efforts to the greater Cincinnati community.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JUNE 12, 1987
7. **Staff Development** (Continued)	7b. (Continued) **Parent Involvement - A Partnership** Instructors: Sandra Hendricks, Communications Georgetta King, Staff Development This course will offer strategies for being change agents for better school and home communications.
	7c. Inservice plans for next year are on hold until we know the disposition of our budget for next year.
8. **Staff Racial Balance**	8a. Personnel administrators are currently placing teachers as part of the transfer process. This is a very delicate process as the movement of a teacher to or from a school may adversely impact on the racial balance of the staff. Other criteria, such as certification, training, experience, and qualifications, are used when determining assignments. During the summer, there is continual movement of staff caused by promotions, resignations, and retirements. These changes may cause a school that is considered racially balanced in June to be out of balance a month later.
9. **Housing Plans of City**	9a. Received notice of three proposed acquisitions by CMHA. The three proposed purchases were in the Kirby Road, Mt. Washington, and Hyde Park attendance areas. Since the pupil memberships at Kirby Road and Mt. Washington are predominantly white, the acquisition of property by CMHA in these two areas would likely help to improve racial balance. Since Hyde Park is racially balanced, the acquisition in Hyde Park would not harm racial balance.

COMPONENT		STATUS AS OF JUNE 12, 1987
10. Community Education	10a.	LSAC staff attended approximately 20 school and community meetings during the month.
	10b.	Budget recommendations were received from all but one school, Winton Place. The Superintendent and a committee of administrators reviewed all recommendations, and dispositions were communicated to schools.
	10c.	Plans for next school year include scheduling four district-wide training sessions for LSAC members.
	10d.	LSAC Specialists are reviewing the most recent LSAC membership lists to determine recruiting priorities.
11. Publicity and Marketing	11a.	Academy of World Languages at Sawyer--Developed an ad for Eastern Hills Journal, Mt. Washington Press, and Hyde Park Living--to recruit students before July 24. The ad will also be used as a flyer that will be distributed to day care centers in those targeted areas.
	11b.	Sands Montessori--Took photos for the school's annual progress report.
	11c.	City-Wide—Produced a PSA for television using a program graduate talking about how City-Wide prepared him for the world of work.
	11d.	Computers Unlimited—Brochures for the program were printed and delivered.
	11e.	International Studies Academy--Wrote news release regarding a recent graduate, Timothy Sippel, who earned his International Baccalaureate diploma by meeting his extended essay requirement in a second language. Tim's accomplishment gives ISA the distinction of being one of three schools in North America to submit an extended essay written in Spanish. Of the 420 schools and 2000 students pursuing the IB diploma in the world, only nine percent elect to write their essay in a foreign language.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JUNE 12, 1987
11. **Publicity and Marketing** (Continued)	11f.	Chase--Upon request from the editor of Urban Education Review, Council of the Great City Schools, submitted an article regarding the collaboration of Chase Elementary Demonstration Center and the University of Cincinnati's College of Education.
12. **Transportation**	12a.	A new director has been appointed and reports on July 6, 1987.
	12b.	The data base is being updated for next year.
	12c.	RFP's are being sent to prospective providers of transportation service for the 1987-88 school year. All but two existing contracts have expired.
	12d.	There were over 11,500 written reports of incidents of misconduct on yellow buses and vans during the 1986-87 school year.
13. **Extracurricular Activities Involvement (Non-Neighborhood Students)**	13a.	The Pupil Transportation director was appointed on June 8, 1987. The Alternative Office will schedule a meeting as soon as it's feasible to discuss extracurricular busing.
14. **Discipline Committee**	14a.	The subcommittees of the Systemwide Discipline Committee are scheduled to submit their initial report on July 1, 1987.
	14b.	January 1, 1988 has been set as the completion date for the Committee's report.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JUNE 12, 1987
15. Unbiased Tests and Policies	15a.	Policies to evaluate systemwide standardized tests for gender and race bias are in place. No specific activities required implementation of the policies during the past month.
16. Unbiased Placement of Students Within Buildings	16a.	Work continues on the document, "Analysis of Racial & Gender Balance." The revised document will be discussed by Cabinet on June 23, 1987.
17. Information Centers	17a.	Specialists made 353 phone calls to invite parents to the Hughes Alternative Fair featuring City-Wide and Computers Unlimited.
	17b.	Specialists attended the Hughes Alternative Fair.
	17c.	Specialists made 409 calls to determine why students leave alternative programs or open enrollment programs.
	17d.	Specialists met with John Clark to review materials for a K-6 Paideia and Math and Science Programs.
	17e.	Specialists assisted in the monitoring of CAT retests.
	17f.	In addition to the above calls, specialists received 30 calls from persons needing information on alternatives.
	17g.	Specialists have now finished their work for the year and will return to work in December.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JUNE 12, 1987
18. **Evaluation of Settlement Agreement Activities**	18a. Began work on a study of the acceptance rate and impact on Taeuber Index of alternative program applications by siblings and students in priority schools.
	18b. Continued work on the evaluation of low achieving schools, open enrollment, alternative programs, and student involvement in extracurricular activities.
	18c. Began the analysis of data on a study to determine reasons for student transfers out of alternative programs. Two hundred interviews were conducted with parents of such students.

AP/ras
6/24/87

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987
1. Communitywide Task Force	1a. The Communitywide Task Force wrote local legislators urging them to restore the educational mobility fund in the state budget. 1b. The Task Force testified to the Board about our concerns about the Long Range Plan. 1c. We met 4 May 1987. 1d. We sent another letter, got the NAACP to send a letter, and testified to the State Board against transferring pupils from Greenhills-Forest Park. (The State Board denied the request, and agreed that for future district transfer requests, they will consider the racial impact of transfer requests before considering the other criteria.)
2. New Alternatives	2a. In anticipation of possible magnet school grant funding, the following actions have been taken: a) The site assignment committee has met to recommend new sites. b) A flyer announcing new programs has been prepared. c) Information Specialists have been given lists of pupils rejected for alternatives and open enrollment as possible recruits. 2b. John Clark made presentations to the Losantiville (April 22) and Hoffman's (May 11) LSACs to discuss the possibility of those schools being alternative program sites. He has been asked to return to Hoffman on May 19 and Losantiville on May 20 for further discussion. 2c. The Shroder Paideia principal, appropriate secondary supervisor, and John Clark are interviewing teachers for the Shroder expansion in 1987-88. Training of these teachers, 6 Withrow ISA teachers, and 11 elementary teachers, should an elementary Paideia be funded, has been arranged with Xavier University.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987

3. Existing Alternatives

3a. Item 3e of the April 17 Settlement Agreement status report should be amended as follows: All requests for additional funds for alternatives for 1987-88 have been denied due to lack of funds. HOWEVER, MANY OF THE REQUESTS HAVE BEEN FUNDED THROUGH OTHER MEANS/CURRICULUM DEVELOPMENT FUNDS.

3b. The principal of Schiel Primary School for Arts Enrichment has not yet been named.

3c. The Alternative Office will be funding curriculum revision at AWL, CAMAS, CAPE Primary, ISA, and Paideia 7-9. A possibility exists for curriculum development at Computers Unlimited.

3d. Accepted Alternative Application Report 1/1/87 - 5/7/87:

Total Applications Received	10,663
Accepted	3,942
Blacks Accepted	2,019
Non-Blacks Accepted	1,923
Percent Blacks Accepted	51.22
Percent Increasing Taeuber	17.45
Percent Decreasing Taeuber	29.81
Percent Neutral Taeuber	52.74

Period 1985/86 - 1/1/86 - 5/9/86:

Total Applications Received	9,729
Accepted	3,747
Blacks Accepted	1,819
Non-Blacks Accepted	1,928
Percent Blacks Accepted	48.55
Percent Increasing Taeuber	14.95
Percent Decreasing Taeuber	30.64
Percent Neutral Taeuber	54.42

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987
4. Open Enrollment	4a. TOTAL APPLICATIONS APPROVED: Secondary 251 Black 4 White 255 Total Elementary 154 Black 16 White 170 Total TOTAL APPLICATIONS REJECTED: Secondary 131 Elementary 131 262 Total
5. Other Means for Reducing Racial Isolation	5a. The March 31 report from the Goals and Long Range Plan Steering Committee was adopted by the Board of Education as the long range plan for the school system. The Superintendent was directed to develop implementation plans for the directions contained in the report.
6. Low Achieving Schools	6a. Principals, supervisors, and administrative staff met on summer school organization. Program and evaluation materials were distributed and discussed. Essential Skills Test will be used as evaluation tools for the program. 6b. Principals are in the process of submitting requisitions for personnel and materials, and taking other steps necessary for program implementation.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987
7. Staff Development	7a. The second race relations workshop will be held at CAPE (Cincinnati Academy of Physical Education) on May 19-21, 1987. A second group of twenty-five (25) staff members are scheduled to attend this three-day workshop. Consultants from Tri-Vector, Inc. will be facilitators. 7b. The Staff Development Center is sponsoring a Middle School Workshop this summer (June 24-26, 1987). Topics to be addressed at this conference are: The nature of transition (6 and 7) The impact of failure The content-oriented teacher The use of simulation The defenses of high risk student Techniques for getting to the parents Learning strategies that don't work Reducing confrontation with high risk students.
8. Staff Racial Balance	8a. Principals have received the three booklets listing the names of teachers who are interested in transferring to other work sites for the 1987-88 school year. Currently, principals are reviewing qualifications, training, and experiences of teachers and making placement recommendations to Personnel by May 26, 1987. At that time, Personnel, in conjunction with Area Directors, begins the enormous task of transferring teachers. The goal of Personnel is to complete most of the placement by the end of this school year.
9. Housing Plans of City	9a. No additional housing proposals were reported during this period.
10. Community Education	10a. LSAC staff have attended 60 meetings over the past month, facilitating the budget process in many schools. 10b. CASE (Cincinnatians Active to Support Education), with input from the LSAC staff, awarded 10 LSACs $100.00 each for outstanding work at their annual celebration.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987
10. Community Education (Continued)	10c. Principals have been asked to update LSAC membership lists for next year, which will assist LSAC Specialists in assessing recruitment needs.
11. Publicity and Marketing	11a. Computers Unlimited--Produced brochure for Computers Unlimited that will be mailed to targeted families in June and used for other recruitment purposes.
	11b. Hughes High School Alternative Fair--Distributed 4,000 invitations to targeted groups for Hughes open house. Contacted media and made arrangements for video taping.
	11c. Sands Montessori--Working with principal on content and design of the school's annual progress report.
	11d. Magnet School Grant--Serving on Site Selection Committee. Developing publicity/recruitment plan for the two new programs. Producing flyer announcing new program with the tag line "Sites to be announced." Alternative Information Specialists will deliver 25,000 flyers to schools (May 20). Other plans include brochure with sites (when announced) for targeted mailings, ads in local newspapers, and revisits to day care centers. Beginning to discuss the best way to release awarding of the magnet school grant to the media/public.
	11e. Academy of World Languages--Developing publicity plan to fill program for September, 1987. Possibilities include ads in local newspapers/newsletters and posted flyers in day care centers.
	11f. Paideia Newsletter--Distributed 2,500 newsletters to targeted families. Newsletter featured letters from students, a parent, principal, and a story on Mortimer Adler's seminar on *Hamlet*.
	11g. Partners-in-Education--Producing a 3-5 minute presentation on PIE for Recognition Dinner on May 28 which includes partnerships with several alternative programs and area businesses.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987 Page 6.
11. Publicity and Marketing (Continued)	11h. Distribution of approximately 410 alternative posters "We've got a lot in school for you!" to city churches. Mailing list has been updated to use for other mailings.
12. Transportation	12a. The student data base upgrade for the 1987-88 school year has been scheduled. 12b. School starting times have been set by the Department of Curriculum and Instruction. 12c. Plans are being formulated to begin routing for next year in July.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. Requests for pupil transportation for extracurricular activities have been received from Westwood. Without a Transportation Director, no decision has been made on such funding.
14. Discipline Committee	14a. The systemwide discipline committee had its initial meeting on May 7. Five subcommittees have been formed and deliberation began May 14. Six of the seven members of the Central Discipline Committee, which has been meeting for the past two years, are serving on this systemwide discipline committee.
15. Unbiased Tests and Policies	15a. No specific activities took place on unbiased tests during this quarter. The top two standardized achievement tests are being pilot tested in selected schools in accordance with the test selection procedure.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987
16. Unbiased Placement of Students Within Buildings	16a. The Steering Committee for Goal 4.0 (Improve Racial Balance and Interracial/Intercultural Understanding Among Students and Staff) met in May to refine the document to be used in the 1987-88 school year by schools as they respond to the multi-indicators connoting intra school integration. The revised draft will be presented to Cabinet on June 2 for continuing discussion and a final decision.
17. Information Centers	17a. Alternative Information Specialists continued making phone calls to targeted groups. 1) Specialists made 431 calls to parents of students rejected from alternative programs or on a waiting list. One hundred thirty-five of the parents were interested in applying to other programs or open enrollment. 2) Specialists made 902 calls to interest people in the Hughes High School Computer and City Wide alternatives. 3) Specialists made calls for the Shroder Paideia Program. 4) Specialists recruited for the Carthage French Bilingual Program by delivering materials to identified pre-schools. 5) Specialists attended a special program of the Withrow International Studies Academy. 6) In addition to the above calls, specialists received or made 184 additional calls on behalf of alternatives or open enrollment. 7) Specialists attended four meetings/conferences, with 45 people in attendance.
18. Evaluation of Settlement Agreement Activities	18a. Distributed a final report on the Taeuber Index values for the 1986-87 school year. 18b. Conferred with and supplied data and information to Mr. Ronald Nieman, Special Consultant to the Facilitator.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of May 27, 1987 Page 8.
18. Evaluation of Settlement Agreement Activities (Continued)	18c. Met with principals and central office administrators involved in the low achieving schools program. 18d. Participated in meetings of the Site Selection Committee for new alternative programs. 18e. Continued work on the study of student involvement in extracurricular activities and on the evaluation of open enrollment and alternative programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 17, 1987
1. Communitywide Task Force	1a. The Communitywide Task Force met 6 April 1987. 1b. The Task Force heard EW&T's progress in compiling a mailing list of pre-schoolers. 1c. We agreed to send to the Superintendent the summary of our Task Force's work prepared by our representatives to the Coordinating Committee. 1d. We agreed to draft a response to the Long Range Plan. (We may send this response to the Post in reply to a Post column on "neighborhood" schools.) 1e. We agreed to write the Superintendent supporting specialists for neighborhood schools (Hyde Park) that are reducing racial isolation.
2. New Alternatives	2a. Due to a reorganization of the Grant Awards Office of Education in the U.S. Office, notification of the magnet schools grant was delayed through at least April 20, 1987. 2b. A seminar training course for new Paideia teachers will be conducted June 8 through July 13 at Xavier University by Mrs. Rosa Blackwell, Mr. John Clark, and Dr. Richard Gruber of the Xavier staff. The course will carry six semester hours credit and involves 17 new teachers from Shroder Paideia and Withrow ISA.
3. Existing Alternatives	3a. A meeting was held on April 15 regarding enrollment procedures at Cheviot. Involved were Tom Webb, Cheviot Principal; Nelida Mietta-Fontana, Language Supervisor; Tom Haley, Program Manager; and the Alternative Office staff. 3b. The following changes in Alternative Schools/Programs will take effect for September, 1987. a. The Academy of World Languages will move to Sawyer CBA and add grade 5.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component

3. Existing Alternatives (Continued)

Status as of April 17, 1987 Page 2.

3b. (Continued)

b. North Avondale Montessori will add grade 5; North Avondale IGE will lose grade 5, retaining only grade 6.

c. Mt. Washington Bilingual will add grade 5; Cheviot Bilingual will add grade 4.

d. Cheviot district program will lose grade 4, retaining only grades 5 and 6.

e. At CAPE, the Winton Terrace building will house grades K-5.

f. Grade 6 at Gamble will be returned to Westwood Elementary.

3c. The Alternative Office is sending letters to all alternative principals reminding them that the normal enrollment period will conclude on April 30. In addition, they will be furnished with a report listing any irregularities of the program acceptance procedures.

3d. The impact on alternatives of the final Long Range Planning Committee report is undetermined at this time.

3e. All requests for additional funds for alternatives for 1987-88 have been denied due to lack of funds.

3f. Total alternative applications received 1/1/87 - 4/7/87 - 7,711

Total Pupils Accepted 1/1/87 - 4/7/87	2,403
Percent Black Accepted - 52.85 Black	1,270
Non-Black	1,133
Percent Taeuber Increasing	16.40
Percent Taeuber Decreasing	30.96
Percent Taeuber Neutral	52.64

SETTLEMENT AGREEMENT STATUS REPORT
Components and Related Matters

Component — **Status as of** April 17, 1987

3. Existing Alternatives (Continued)

3f. (Continued)

SAME PERIOD 1986

Total Applications Received	6,850
Total Accepted	2,066
Percent Black Accepted	50.92
Black	1,052
Non-Black	1,014
Taeuber Increasing	14.57
Taeuber Decreasing	30.49
Taeuber Neutral	54.94

4. Open Enrollment

4a. TOTAL APPLICATIONS APPROVED:

Secondary	175 Black
	1 White
	176 Total
Elementary	83 Black
	6 White
	89 Total

TOTAL APPLICATIONS REJECTED:

Secondary	78
Elementary	55
	133 Total

4b. A telephone survey of parents who applied incorrectly for an open enrollment transfer was made by the program information specialists during March and April. Based on the random survey parents submitted an incorrect application for the following reasons:

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 17, 1987
4. Open Enrollment (Continued)	4b. (Continued) a. Did not understand the instructions. b. Failed to read the reverse side of the application. c. Failed to read the instructions altogether. The application form will be reworked for the 1988-89 school year to reduce the number of incorrect applications.
5. Other Means for Reducing Racial Isolation	5a. The Goals and Long Range Plan Steering Committee completed its work by disseminating its final report on March 31, 1987. The report has been distributed to school system staff and community leaders, and a live call-in show about the report was aired on cable TV on April 16. Public hearings on the report have been scheduled for April 20 and April 27.
6. Low Achieving Schools	6a. Meetings were held in individual schools to review profiles and develop goals for 1987-88. 6b. Meetings were conducted with selected principals to provide assistance in the budget process. 1987-88 school budgets and the component budget have been compiled and submitted to the Budget Office. 6c. A meeting with Rothenberg staff related to program issues resulted in an extension of the program review process with a possible budget revision by May 5, 1987.
7. Staff Development	7a. H. Stephen Glenn, Ph.D., nationally known consultant, was the guest speaker for a two-hour inservice on April 7, 1987. The Guidance Office and Staff Development personnel collaborated in coordinating this inservice. Dr. Glenn provided statistical data and trends to better understand youth today, the challenges they are facing, and he reveals some reliable strategies for moving into a more productive future. Teachers and principals attended this inservice.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 17, 1987 Page 5.
7. Staff Development (Continued)	7b. MIET (Maintaining and Improving Effective Teaching) is a program developed by Myron Kilgore and Carol Yudofsky. This program is a blend of TESA (Teacher Expectation and Student Achievement) program and Madeline C. Hunter's Mastery Teaching. The MIET program brings together many initiatives that insure quality integrated education for all students, including high risk students. Solid research-based teaching behaviors are reinforced, as teachers are taught to reflect on their own teaching behavior and to stretch to a more refined style. 7c. A race relations workshop was held at CAPE (Cincinnati Academy of Physical Education) on March 24-27, 1987. Twenty-nine teachers participated in this inservice. Summary evaluation is available for your review. Consultants from Tri Vector, Inc. were facilitators. 7d. The following new resources are available at the Staff Development Center in the Professional Library. - Aspects of Ethnicity Understanding Differences in Pluralistic Classrooms by Wilma S. Longstreet, 1978. A combination of biography-social science research findings, classroom management techniques, and a language/communication analysis system. - Kids Who Unachieve Lawrence J. Greene, 1986. Describes specific emotional and academic needs of the underachieving child. - Language Diversity and Writing Instruction Marcia Farr and Harvey Daniels, 1986. This book offers both a theoretical framework and practical suggestions to educators who wish to improve the teaching of writing for high school students who are non-standard speakers of English dialects. - Providing for Individual Differences in Student Learning A Mastery Learning Approach Jackson F. Lee, Jr. and K. Wayne Pruitt, 1984. This book describes a special brand of mastery learning (essential-corrective enrichment), which is more adaptive in traditional school settings than other mastery learning systems.

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SETTLEMENT AGREEMENT STATUS REPORT
Components and Related Matters

Component	Status as of April 17, 1987
7. Staff Development (Continued)	7d. (Continued) - School Dropouts Patterns and Policies Gary Natriello, Editor, 1986. The articles cover two general aspects of the dropout phenomenon: the patterns of dropping out and the policies developed and implemented to reduce the incidence of dropping out.
8. Staff Racial Balance	8a. Teachers are in the process of submitting transfer requests for the 1987-88 school year. All transfer requests are due into the Certificated Personnel Office by May 1, 1987. 8b. Principals were provided at their area meeting with an in-service session on the transfer process. Currently, principals are reviewing transfer requests and providing interviews where appropriate.
9. Housing Plans of City	9a. The CMHA reported a proposal to purchase twelve housing units in the Taft Elementary attendance area. Since the pupil membership at Taft Elementary is 97% black, these units would not likely be helpful in improving racial balance in the Cincinnati Public Schools. 9b. The CMHA reported a proposal to purchase a dwelling in the Pleasant Hill elementary attendance area. Since the membership at Pleasant Hill is 71% black, this is not likely to help racial balance. 9c. The CMHA reported a proposal to purchase a dwelling in the Central Fairmount attendance area. Since the majority of pupils at Central Fairmount are white, this purchase would likely be helpful in improving racial balance.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 17, 1987
10. Community Education	10a. Staff attended more than 40 meetings during the month: LSAC, community council, PTA.
	10b. The fifth LSAC Training session, "Finding Out What Your Community Has to Offer," was attended by 71 participants from 44 schools.
	10c. All schools have submitted goals to this office for the 1987-88 school year.
	10d. A Teacher Specialist, Sandra Hendricks, has been hired to coordinate district-wide volunteer efforts.
	10e. Plans are under way for a "Celebration of Community Involvement" in our schools, sponsored by CASE (Cincinnatians Active to Support Education).
11. Publicity and Marketing	11a. Hughes High School Alternative Programs--Serving on recruitment committee for Computers Unlimited and City-Wide for 1987-88 year. Open house on May 11 will include panel discussion on Careers in Law, Government, and Journalism with guest speakers Sherrod Brown, Jerry Springer, and Nadine Allen. Also working on publicity plan. Invitations mailed to targeted families and contact made with area high school social studies teachers. Developing a brochure for Computers Unlimited.
	11b. Shroder Paideia--Student seminar with Mortimer Adler was video-taped and covered by Cincinnati Post. March 26 parent meeting brought approximately 100 parents and children. Producing third quarter newsletter. A parent, 2 students and a teacher contributed to the newsletter. Adler will be featured, along with a section on how to apply and registration night announcement.
	11c. Media buying--Ads on Q102 include spots for Roll Hill Open House (with parent), City-Wide (with Jerry Springer), CAMAS Open House, and Paideia (with Rosa Blackwell). Spots aired from March 23 through April 17.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component		Status as of April 17, 1987 Page 8.
11. Publicity and Marketing (Continued)	11d.	Roll Hill Open House--Successful event on April 9. Students were actively involved in showing what they've learned in the first program year, and introduced staff, special guests, and speaker Jerry Springer. Success was result of newsletter/invitation mailed to target audiences, follow-up phone calls by Information Specialists, radio ads, press releases, announcements in local and daily newspapers.
	11e.	CAMAS Open House--April 8, 1987 with guest speaker Roger Jansen from Inventors Council and booths for parents and children to view and participate. Publicity included invitation, mailing, announcements in local and daily newspapers, and radio ads.
	11f.	Sands Beautification Projects--Wrote copy for brochure school is producing with local printer.
	11g.	Neighborfair Booth--"We've got a lot in school for you!" at Convention Center first week in April. Alternative information distributed.
	11h.	Mt. Washington French Bilingual Program--Generated publicity for French Show and WGUC did feature on P.M. Report.
	11i.	Public Service Announcement for T.V. "We've got a lot in school for you" being aired on Channels 5, 12, and 9.
	11j.	Academy of World Languages--Planning special event to promote AWL and benefits of program's move to Sawyer.
12. Transportation	12a.	Transportation planning for 1987/88 has begun.
	12b.	The request for school starting times has been forwarded by the area directors and costed.
	12c.	The requested school starting times require $2.1 million additional funding over the 1986/87 levels. They have been returned to the area directors for funding.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 17, 1987 Page 9.
12. Transportation (Continued)	12d. Misconduct continues to be a problem on school buses with over 13,000 reported incidents.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. We are looking for opportunities to involve pupils in extracurricular activities such as the bilingual students at the World Figure Championship.
14. Discipline Committee	14a. The Discipline Committee met March 18 and reviewed Board of Education Policy 5113.2 Code of Suspension, Expulsion, and Removal of Students. The committee recommended that several offenses in the Mandatory Expulsion section be moved to the Suspension and/or Expulsion category. Cabinet has reviewed the recommendations and the Board will now review them. 14b. A systemwide discipline committee has been established to conduct a study of the school district's discipline policy, program, procedures, and practices.
15. Unbiased Tests and Policies	15a. Committee review continues. No report at this time.
16. Unbiased Placement of Students Within Buildings	16a. Evaluation Branch Report (see attached) is being analyzed by the Goal 4.0 Committee (Improve Racial Balance and Interracial and Intercultural Understanding Among Students and Staff) in preparation for directions for school year 1987-88.
17. Information Centers	17a. Alternative Information Specialists during this time period worked on a series of special projects requiring extensive phone calling. -- Specialists continued to make calls to the parents of students rejected from alternatives. They made 436 of these calls and had 166 parents willing to apply to other alternative programs or open enrollment.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of April 17, 1987
17. Information Centers (Continued)	17a. (Continued) -- Specialists called parents who had applied incorrectly for open enrollment schools to determine why they had problems and to improve the open enrollment application process. They made 110 of these calls and a written report was given to John Clark. -- Specialists called 550 potential Roll Hill parents to invite them to Roll Hill's Show Case. Parents called were very receptive to attending the Show Case. -- In addition to the above calls, specialists made or received 211 calls concerning alternative programs or open enrollment. Quite a few of these calls come from CPS school personnel who need information on the alternative process and programs available. -- Specialists had six conferences and attended nine meetings with 336 people in attendance. -- Specialists gave out 23 alternative applications and 35 alternative brochures.
18. Evaluation of Settlement Agreement Activities	18a. Work continued on the study of student involvement in extracurricular activities. Survey returns from the schools are coming in on schedule. 18b. A survey of open enrollment parents is being conducted as part of the evaluation of the open enrollment program. 18c. Work continued on the evaluation of alternative schools as plans were made for collection and analysis of data needed for the evaluation report on alternative programs. 18d. A study was completed on the racial balance effect of giving Paideia "graduates" automatic entry to the International Studies Academy at Withrow.

GOAL 4.0 IMPROVE RACIAL BALANCE AND INTERRACIAL AND INTERCULTURAL UNDERSTANDING AMONG STUDENTS AND STAFF

Mary Gladden
Associate
Evaluation Branch
April 3, 1987

MAJOR FINDINGS

A - Fifty-five elementary schools submitted goal 4.0 management plans to their respective area directors. An analysis of those management plans revealed the following:

Table 1. Selected Activities to Implement Goal 4.0, Elementary Schools.

Activity	Number of Schools	Percent
Plan interracial/intercultural understanding activities.	52	95%
Plan staff inservice.	38	69
Promote racial contact.	32	58
Improve extra curricular activities.	29	53
Improve school climate.	28	51
Improve parental involvement.	28	51
Plan brotherhood/black history programs.	27	49
Implement Quality Integrated Education.	24	44
Form QIE committees.	23	42

B - Twenty secondary schools submitted Goal 4.0 management plans to their respective area directors. An analysis of those management plans revealed the following:

Table 2. Selected Activities to Implement Goal 4.0, Secondary Schools.

Activity	Number of Schools	Percent
Plan activities to improve interracial/intercultural activities.	13	65%
Plan staff inservice.	10	50
Improve extra curricular activities.	9	45
Form QIE committees.	8	40
Promote racial contact.	8	40
Plan brotherhood/black history activities.	7	35
Recruit students to racially balance programs.	7	35
Invite speakers of diverse backgrounds.	7	35

C - Twenty-five elementary and secondary schools submitted an analysis of racial balance within the school buildings. Most schools attached a plan of improvement along with their justifications of imbalance. (Five of the schools were over ninety percent black and four were in between eighty and ninety percent black, making it unnecessary for them to submit a plan.) The remaining sixteen schools gave the following list of racial imbalances, with and without justification.

Racial Imbalances

- Racial imbalances in extra curricular programs were largely attributed to minority students having to leave on yellow busses.
- Racial imbalances in special education classes were attributed to placement by Central Office staff.
- Racial imbalances in achievement could not always be explained.
- Racial imbalances in suspensions were attributed to teacher referrals or not explained.
- Racial imbalances in advanced classes were attributed to the failure of blacks to pass the SCPP test or to meet requirements of the class.
- Racial imbalances in failure rate were attributed in part to the fourth quarter marking practice adopted by the Board of Education.
- Racial imbalances in student leadership were attributed to freedom of choice in student elections as well as minority students having to leave on the yellow busses.
- A few schools reported more white suspensions and retentions in a majority black situation and attributed this to the poor perception and low esteem for school held by Appalachian students.

D - Four schools had not submitted management plans to their area directors by the time the plans were turned over to the Evaluation Branch for analysis.

They are: Central Fairmount
Hays
Pleasant Hill
Westwood

Schools not turning in a plan would not be able to qualify as a merit school for Design for School Excellence.

GOAL 4.0: IMPROVE INTERRACIAL/INTERCULTURAL UNDERSTANDING

NUMBER AND PERCENT OF SCHOOLS PARTICIPATING

An Analysis of School Management Plans

CATEGORY	ELEMENTARY (N=55) NUMBER	ELEMENTARY (N=55) PERCENT	SECONDARY (N=20) NUMBER	SECONDARY (N=20) PERCENT
Improve Interracial/ Intercultural Understanding	52	95%	13	65%
Implement Q.I.E.	24	44	4	20
Staff Inservice	38	69	10	50
Sensitivity Training	15	27	5	25
Promote Racial Contact (Exchange)	32	58	8	40
School Climate (Atmosphere)	28	51	4	20
Home Visits (Teachers)	2	4	1	5
Parental Involvement	28	51	5	25
Form Committees	23	42	8	40
Plan Q.I.E. Activities Programs	15	27	4	20
Camp Joy	18	33	--	--
Brotherhood/Black History Activities	27	49	7	35
Analyze Racial Data	5	9	3	15
Lesson Plans Q.I.E.	6	11	1	5
Books/Materials Q.I.E.	12	22	--	--
Handbook on Q.I.E. Available to Staff	4	7	--	--
Human Relations Activities	17	31	4	20
Tour Neighborhood	1	2	1	5
Pen Pals	8	15	5	25
Community Involvement	18	33	1	5
Open House	6	11	1	5
Newspaper Articles	5	9	5	25

CATEGORY	ELEMENTARY (N=55) NUMBER	ELEMENTARY (N=55) PERCENT	SECONDARY (N=20) NUMBER	SECONDARY (N=20) PERCENT
Recruit Students	5	9%	7	35%
Student Leadership/Q.I.E.	9	16	1	5
Speakers	14	25	7	35
Reduce Suspensions/Expulsions	9	16	5	25
Racial Parity/Equity	16	29	2	10
Extracurricular Activities	29	53	9	45
Student Achievement	12	22	5	25
Students-At-Risk	1	5	1	5

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987
1. Communitywide Task Force	1a. The Communitywide Task Force met 2 March 1987.
	1b. The Task Force wrote the Ohio Board of Education expressing concern about the segregative impact of transferring pupils from Greenhills-Forest Park to Wyoming School District.
	1c. We wrote the Cincinnati Superintendent suggesting that she explore possible use of school buildings closed by adjacent districts.
	1d. We wrote the Cincinnati Superintendent expressing concern that Cincinnati Public Schools might be able to implement new desegregative programs before the midpoint hearing.
	1e. We studied HOME's new report on "The Desegregative Impact of Cincinnati's Section 8 Mobility Program."
	SPECIAL REPORT (ATTACHED)
2. New Alternatives	2a. Plans for new alternatives are pending receival of the Magnet Schools Grant.
	2b. Notification of magnet schools funding will not occur until late March or early April. One hundred and twenty-six applications were received; 35-40 will be funded.
	2c. Oyler has applied to the Alternative Office for funding of an all day kindergarten. The request has been forwarded to Mr. McNeil.
3. Existing Alternatives	3a. Bronson projection through 1991 has been forwarded to the Treasurer for approval.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component | Status as of March 13, 1987

3. Existing Alternatives (Continued)

3b. Personnel of the Alternative Schools Office and Mr. McNeil met with the Superintendent on March 2 with the series of issues given to the Coordinating Committee in the special presentation last month. The Superintendent will send a letter to principals reminding them that they must accommodate alternative program recruiters. Dr. Powell also approved a trial period through March 31, 1987 allowing all alternatives to recruit district-wide for both black and non-black students.

3c. For the 1988-89 recruitment year, the Alternative Office will develop a procedure to coordinate recruiting efforts of the information specialists and various programs so that individual schools will not have to receive recruiters multiple times during the recruitment period.

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3d. The 1987-88 budget for alternatives (General Fund and Bronson) has been submitted to James Allender for review.

3e. Total alternative applications received 1/1/87 - 1/13/87 - 6,100

Total Pupils Accepted 1/1/87 - 3/13/87	1,738
Percent Black Accepted - 52.42 - Black	911
Non-Black	827
Percent Taeuber Increasing	16.46
Percent Taeuber Decreasing	33.37
Percent Taeuber Neutral	50.17

SAME PERIOD 1986

Total Applications Received	5,066
Total Accepted	1,467
Percent Black Accepted - 50.58 - Black	742
Non-Black	725
Percent Taeuber Increasing	14.52
Percent Taeuber Decreasing	30.47
Percent Taeuber Neutral	55.01

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987 Page 3.
4. Open Enrollment	4a. TOTAL APPLICATIONS APPROVED: Secondary 42 Black 0 White 42 Total Elementary 16 Black 4 White 20 Total TOTAL APPLICATIONS REJECTED: Secondary 11 Black 0 White 11 Total Elementary 13 Black 2 White 15 Total
5. Other Means for Reducing Racial Isolation	5a. Six additional meetings of the Goals and Long Range Plan Steering Committee were held. Progress was made as final decisions were reached concerning many recommendations in the preliminary report. The Board of Education has scheduled public hearings for April 20 and April 27 at 7 P.M. in the 12th floor auditorium of the Education Center, to hear concerns about recommendations in the committee's final report.
6. Low Achieving Schools	6a. Leadership team meetings were held at Hays and Washington Park to review the comprehensive profiles and discuss program activities related to the details presented.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987 Page 4.
6. Low Achieving Schools (Continued)	6b. Principals, supervisors, and other central office staff met to discuss 1987 summer school activities and plans for 1987-88 school year. Resource projections were given to each principal and preliminary budget plans were requested by March 18, 1987. 6c. Hoffman and Windsor schools participated in the 1987 UDP Learning Fair opening ceremonies at the public library. Student work will be on display through March 30, 1987.
7. Staff Development	7a. An Inservice Training Grant for Improving Race Relations at Cincinnati Academy of Physical Education has been approved for March 24-27, 1987. Tri Vector, Inc. will be the consultants for this twenty hour inservice. Twenty-five staff members will attend this inservice. 7b. On March 23, 30, and April 13, an inservice will take place at Midway Elementary School for school personnel. The major goal of this training is to improve human interactions among staff and students. Dr. Michael Landwehr is the consultant. 7c. Black History Activity books are still being distributed because of district-wide requests for additional books. 7d. The Ethnic Cookbook will be printed and distributed during March and April.
8. Staff Racial Balance	8a. Principals have been informed of guidelines for racial balance in connection with staffing for the 1987-88 school year. The "mean" number of blacks targeted for elementary schools will be 33%; the "mean" number for secondary schools will be 27%. Each school has a variance of 5% from the "mean" when computing the racial balance of the staff.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987 Page 5.
9. Housing Plans of City	9a. There were no housing proposals submitted for evaluation during this period.
10. Community Education	10a. The fourth LSAC training session was attended by 95 (42 of whom were non-staff) from 41 different schools.
	10b. LSAC Specialists updated four Community Resources Directories for 1987 representing the East, West, Downtown, and Central areas. Distribution will begin this month.
	10c. LSAC staff attended more than 30 LSAC and community meetings, primarily facilitating the local school goal setting process.
11. Publicity and Marketing	11a. Open Enrollment--Completed mailing of open enrollment applications and flyer developed by Eastman, Woycke & True.
	11b. General Alternative Poster--(We've got a lot in school for you!)--Distributed to realtors and community councils. These groups have been requesting additional posters. Article appeared in Western Hills Living about alternative publicity and the poster/theme.
	11c. Worlds Figure Skating Championship--Hartwell and Swifton Spanish, The Academy of World Languages, Carthage French, Fairview German, and The International Baccalaureate Program's Spanish and English as a Second Language bilingual programs performed at lunchtime at the Skaters World. Received publicity in the Post--photo story on bilingual children painting posters and the Downtowner--CPS activities for The Worlds. Program of daily activities appeared daily in the Enquirer and the Post. WLW radio, WCKY radio features. CPS had a double booth at Skaters World March 7-13, donated by Xerox. The theme, "We've got a lot in school for you!" was used. People from all over the world asked questions about the district.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987 Page 6.
11. Publicity and Marketing (continued)	11d. Brochures--Completed brochures for Fairview German Bilingual, Peoples Junior High College Readiness, Bond Hill Elementary College Preparatory, and Carthage French Bilingual. 11e. Paideia--Completed flyer and mailing materials for Paideia parent meeting to be held March 24, 25, 26 at Dater, Chase, Shroder respectively. Begin publicity for Mortimer Adler's visit to Shroder on March 31. 11f. Sands--Assist principal and LSAC with Sands Beautification Project. 11g. Heinold--Met with teacher to discuss publicity for 1987-88. 11h. Roll Hill--Assist with planning for April 9 Open House/Language Arts Showcase which the school plans to make an annual event. Jerry Springer will be the guest speaker. Mailed newsletter to target families. 11i. CAMAS--Completed invitation to be mailed to families and sent to 6th graders in targeted schools. The open house will feature CAMAS program highlights and top Science Expo '87 exhibits. 11j. Mt. Washington--Assisting with publicity (news release, flyer) for the schools March 24 French Show.
12. Transportation	12a. No report.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. Bilingual students participated in the World Figure Skating Championship Program.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987 — Page 7.
14. Discipline Committee	14a. A meeting was scheduled for March 18 to review and amend Board Policy 5113.2 Code of Suspension, Expulsion, and Removal of Students. Recommendation coming from that meeting will be contained in next month's report.
15. Unbiased Tests and Policies	15a. Committee work continues. Final report will be ready in June.
16. Unbiased Placement of Students Within Buildings	16a. Area Directors have submitted to the Evaluation Branch principals' responses to the instrument, "Monitoring of Racial Balance Within School Buildings." A report is being prepared by Mary Gladden. Next Steps: The Steering Committee for Goal 4.0 (Interracial/Intercultural Understanding) will begin work this month (March) on refining the criteria and the articulation of the process for monitoring racial balance within school buildings, in preparation for announcing the expectation for the 1987-88 school year.
17. Information Centers	17a. During this time period, specialists continued to make presentations to students at non-priority schools on alternatives, and began making calls to parents of students rejected from alternatives. Their work is summarized below. - Made or received 168 phone calls. - Had 2 conferences and 7 meetings with 106 people in attendance. - Made presentations at 15 non-priority schools with 1,932 students in attendance. - Left 6,054 flyers on alternative programs to be handed out to all students in schools where presentations were made. - Gave out 116 applications and 144 brochures.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of March 13, 1987 Page 8.
17. Information Centers (Continued)	17a. (Continued) - Made 138 calls to parents of students rejected from alternatives or placed on waiting lists. Forty-eight of these parents were interested in applying to other alternatives. - Presentations on alternatives were made at two pre-schools.
18. Evaluation of Settlement Agreement Activities	18a. A report was prepared and submitted to the Superintendent on the alternate Taeuber Index values for 1986-87. These values, which are computed by counting alternative programs as separate buildings unless there is at least a 50% intermingling between alternative and non-alternative students, were only 0.3 to 0.4 points higher than the traditional index values. 18b. Approval was granted to discontinue in-depth evaluation efforts this year with the Academy of World Languages and the Primary School for Arts Enrichment. These programs are currently under the direction of a temporary principal, and one program will be moved to a new location for the 1987-88 school year. 18c. Plans have been finalized for the study of student involvement in extra-curricular activities.

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COMMUNITYWIDE TASK FORCE

In the Bronson Settlement Agreement, on 16 February 1984, the parties called for the establishment of a Communitywide Task Force "to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Agreement." The U.S. District Court entered this Settlement Agreement as a Consent Decree on 27 June 1984.
The Cincinnati Public Schools and the Cincinnati Branch of the National Association for the Advancement of Colored People each named seven members of the Communitywde Task Force on 5 December 1984, to serve until the end of the Consent Decree, 30 June 1991.
The Task Force was convened and charged by U.S. District Judge Walter Rice on 10 January 1985, and held its first meeting 21 January 1985.
It has met monthly (28 times so far). Of the fourteen members, three have been replaced. The Task Force is co-chaired by Cheryl Grant and William Seitz.

For the NAACP and the Board, the Settlement Agreement was a compromise at the end of long litigation. For the Task Force, the Settlement Agreement is a given and a beginning.
The NAACP has other concerns besides education, and the Board has other concerns besides reducing racial isolation. The Task Force is concerned solely with their shared concern - - reducing racial isolation in Cincinnati Public Schools through their negotiated settlements.

MAJOR ACTIONS

Pressed City Planning Commission for Task Force presence on housing decisions with segregative impact on schools. (Unsuccessful).

Used state Senate's failure to include Bronson Settlement Agreement funds in 1985-87 Budget to organize Cincinnati institutions to urge Senators to restore funds for our Settlement Agreement.

Audit Committee chairman testified to the 12 September 1985 U. S. District Court hearing about the way data was collected & grouped for computing the Taeuber Index.
The parties agreed 24 October 1985 to collect & group the data both ways, and to allow the Court to settle how to do it if necessary at the end.
Subsequently a majority of the Task Force affirmed the position of the majority of the Audit Committee.

Brought Dr. Gary Orfield to Cincinnati to speak to public and private (suburban superintendents, business leaders) meetings about school desegregation.

Urged Cincinnati Federation of Teachers to encourage teachers, and urged school administration to encourage supervisory personnel, to send their children to Cincinnati Public Schools.

Urged Board of Realtors to support reducing racial isolation in Cincinnati. Encouraged Cincinnati Human Relations Commission to form committee to work with realtors.

Testified to Board on site selections for new alternative schools.

Prepared Request For Proposals, selected Public Relations firm (Eastman, Woyke & True) to use $100,000 Greater Cincinnati Foundation grant to support the Settlement Agreement (so far, flyers on open enrollment.)

Urged Cincinnati City Council to compensate schools for tax increment financing for Fountain Plaza.

Studied and prepared responses on desegregative impact of Long Range Planning preliminary recommendations.

Urged Ohio Board of Education not to transfer pupils from Greenhills-Forest Park to Wyoming School District.

- prepared for the Coordinating Committee
for the Bronson Settlement Agreement
of the Cincinnati Public Schools
25 March 1987
Duane Holm & Karla Irvine

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component		Status as of February 13, 1987
1. Communitywide Task Force	1a.	Dr. Lonnie Wagstaff has replaced the Reverend Dwight Wilkins on the Communitywide Task Force.
	1b.	The Communitywide Task Force met 2 February 1987 to respond to the desegregative impact of the recommendations of the Goals and Long Range Plan Steering Committee.
	1c.	It was reported that CHRC (Cincinnati Human Relations Commission) will set up a Realtors Task Force as recommended by the Communitywide Task Force.
2. New Alternatives	2a.	An architect has been hired for the Sawyer renovation for AWL. Costs are being refigured so that AWL could be housed in Building C and E rather than D and E, which are closer together.
3. Existing Alternatives	3a.	The Bronson budget through 1991 has been put on InfoCalc by the Alternative Office. The projection will be published, pending review by the Budget Office and the Treasurer.
	3b.	Due to revised on-site enrollment procedures, the first day of the regular alternative period (February 2) proceeded with no persons standing in line and no complaints received to date.
	3c.	The mass mailing of regular alternative applications has been completed by the WATCH program.
	3d.	Alternative applications through 2/6/87: Applications received - 3197 Applications accepted - 345
4. Open Enrollment	4a.	The new open enrollment flyer has been printed and received.
	4b.	The mass mailing of the open enrollment flyer and application form will be completed by the WATCH program in the next three weeks.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 13, 1987 Page 2.
5. Other Means for Reducing Racial Isolation	5a. Three community meetings were held during this period to receive feedback concerning preliminary recommendations by the Goals and Long Range Plan Steering Committee. Comments from these meetings have been transcribed and presented to committee members. 5b. The Steering Committee met twice during this period and has scheduled eight additional meetings with the goal of having a final report by March 31, 1987.
6. Low Achieving Schools	6a. School Improvement Teams for each of the Low Achieving Schools met on February 9 at the Staff Development Center to further their work on team building and plan for the CAT and Essential Skills testing programs. SIS Survey Results on School Improvement items were reviewed. Areas needing attention were flagged for further attention. 6b. School site staff meetings were planned to follow up on the outcomes of the workshop. 6c. Open Court and IBM consultants met with the ETRC staff to plan a document to guide teachers on the use of Writing to Read within the workshop format of Open Court. The guide is expected to be available in April.
7. Staff Development	7a. The language awareness seminar that was sponsored by the Black History Committee and Staff Development was held on February 10, 11, 1987. Dr. Geneva Smitherman-Donaldson, Professor of Speech Communication and Director of Research in Black Studies at Wayne State University, addressed the following issues: - Myths and misconceptions about language related to Black and Appalachian Americans. - Cross-cultural interaction between peer professionals and its impact on the school environment and student achievement. - Implications of language attitudes for educational policy. The overall rating was 6.13 on a scale of 1-7 (with 7 being extremely worthwhile). A total of 108 participants attended both seminars. A complete itemized summary is available at the Staff Development Center.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 13, 1987
7. Staff Development (Continued)	7b. Ten copies of Celebrating The Black Heritage: Activity and Resource Guide has been disseminated to all schools in the district. Teachers, principals, and supervisors in the district contributed the activities and resources contained in the guide. The Black History Committee coordinated this project.
	7c. Two Human Relations courses will be a part of the Professional Growth Institute (Spring, 1987).
	Cincinnati's Ethnic and Cultural Heritage Instructor: Susan Taylor, Consulting Teacher. This course will discuss the history and culture of ethnic and cultural groups (Native American, Northern Europeans, Appalachian Culture, Black Culture, Middle East Culture, Latin Americans, and Asians), along with ideas for teaching strategies. Thirty-nine Cincinnati Public School Employees have enrolled in this course.
	Issues Related To Minority Families Instructors: Michael Landwehr, Associate, Special Ed/ Psychological Service Branch and Georgetta King, Teacher Specialist. This course will discuss: A. Social and economical issues related to minority families. B. The strengths the minority child brings to the classroom. C. Child management techniques. Ten Cincinnati Public School Employees have enrolled in the course.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 13, 1987 Page 4.
8. Staff Racial Balance	8a. Certificated Personnel is preparing for an intensive recruiting effort beginning the first week of February. Twenty-five sites will be visited in nine states. Some of these will include college fairs, involving a consortium of colleges and universities.
9. Housing Plans of City	9a. There was no additional activity this month. 9b. A copy of the report, "Housing and Schools: The Desegregative Impact of Cincinnati's Section 8 Mobility Program," which was published by HOME February, 1987, is available in the office of Adoria Perkins.
10. Community Education	10a. LSAC staff attended more than 40 meetings, including three regarding the Social Skills Demonstration Program. 10b. The third in a series of five LSAC training sessions was attended by 94 participants representing 49 schools. 10c. Plans are being made for a spring Communications workshop, co-sponsored by Cincinnati Public Schools, the Department of Neighborhood Housing and Conservation (City), and Cincinnati Cable Access. 10d. Staff participated in activities of the Cincinnati Council of PTAs, the Winton Professional Workers Association, and the East End Providers Network. 10e. Inservice on community involvement/the advisory process was conducted for new assistant principals and administrators. 10f. Orientation was conducted for new local school Volunteer Coordinators.

SETTLEMENT AGREEMENT STATUS REPORT
Components and Related Matters

Component	Status as of February 13, 1987
11. Publicity and Marketing	11a. Application/Poster--Forty thousand posters, applications, and a letter from Dr. Powell mailed. Several copies of the poster sent to schools, community councils, and civic organizations. PSA produced (10, 20, and 30 second spots) and delivered to 5 TV stations. Ads placed in five local newspapers for first week in February. Article in Images on direct mail campaign in February 4, 1987 issue. Theme also used in literature distributed by Alternative Information Specialists. Did display in Education Center lobby using poster, theme, and announcement that applications are available. 11b. Shroder Paideia--Second quarter newsletter, containing application, mailed to Shroder parents and targeted schools as recruitment tool. 11c. Peoples Middle School--Took slides and worked on brochure for recruitment in primarily eastern area schools to recruit students in February, March, and April. 11d. Carthage--Developed brochure for French bilingual to be used in the neighborhoods surrounding Carthage. 11e. Fairview--Assisted with graphics, photography, and design of brochure for German Bilingual Program. 11f. Clifton--Worked with principal, staff, and LSAC on publicity plan to recruit, especially in neighborhood. Will promote Clifton School to U.C. personnel, hospital employees, and Clifton business community. Assisting school to update self-mailer brochure. 11g. Bond Hill--Took photos, interviewed principal, staff for brochure. 11h. Academy of World Languages--Met with new principal and Bilingual Program Office to discuss ways to ease transition to new site. Planning spring open house, possibly newsletter so that children and parents feel comfortable about the move. Developing brochure/booklet to be mailed to pre-school and kindergarten parents and pre-schools to recruit for 1987-88. Interviewed staff, principal, parents, took pictures.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 13, 1987
11. Publicity and Marketing (Continued)	11i. World Figure Skating Championships, March 9-14--Working with PR coordinator, other volunteers, and Bilingual Program Office on Cincinnati Public Schools activities. Bilingual teachers working with students on "Welcome" posters in 7 foreign languages taught in district to be displayed all over the city, particularly in the downtown area, Convention Center, and Coliseum. Arranging for students to perform in restaurant at Skater's World in the Convention Center, week of March 9.
	11j. Share the Success--Arranged for 2 Alternative Information Specialists to show to community groups.
	11k. Roll Hill--Working with principal, staff, information specialists to recruit. Planning open house with guest speaker, devising pre-school recruitment plan, and developing newsletter to be sent to parents of children already enrolled, as well as parents in targeted west-side communities.
	11l. City-Wide Teleconference--Coordinated, along with Steve Reece of Communiplex, publicity for press conference and teleconference. Media coverage: WLWT-TV, WCPO-TV, WKRC-TV, Post, Enquirer, WCIN, WKRC, WLW, WUBE, Crusader. Produced brochure for City-Wide Law, Government, and Communications Academy to be used for school visits and mailer.
	11m. Dater Junior High College Readiness--Completed slide/tape show.
	11n. Computers Unlimited--Met with Computers Unlimited Advisory Committee about recruitment and brochure for program.
12. Transportation	12a. No report.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. A memo is being sent to principals suggesting that they try to involve more non-district pupils in extracurricular activities.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 13, 1987
14. Discipline Committee	14a. The Board of Education is currently reviewing its corporal punishment policy. 14b. The State legislature passed a bill which permits schools to suspend and expel students beyond a semester. 14c. The second quarter suspension/expulsion statistical report was distributed.
15. Unbiased Tests and Policies	15a. The test selection committee has met four times. Test publishers made presentations on their tests. The committee reviewed minority representation in the test norm populations. They also reviewed the methods used by the publishers to eliminate race and gender bias in item content as well as the statistical methods used to reduce bias in group performance on test items. Committee members are currently reviewing the four test batteries using appraisal instruments which include a review of race and gender bias.
16. Unbiased Placement of Students Within Buildings	16a. At the February 25th meeting of Goal 4.0 Steering Committee, Dr. Joseph Gastright will report on the principals' response to the instrument "Monitoring of Racial Balance Within School Buildings."
17. Information Centers	17a. Activities During the Priority Period a) Made or received a total of 430 phone calls. b) Had 21 conferences and 32 meetings with a total of 557 people in attendance. c) Made presentations at 18 priority schools with 1,143 students in attendance. d) Left 4,037 flyers to be handed out to all students in priority schools. e) Gave out 815 alternative applications and 205 alternative brochures. f) Made calls to parents whose students were formerly in alternative programs to determine reasons for leaving alternatives. g) Met with parents in 4 pre-school programs and left applications at others. h) Attended Woodford Primary's Alternative Night.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of February 13, 1987
17. Information Centers (Continued)	17b. Activities in February (to date) a) Made or received a total of 103 phone calls. b) Had 13 conferences and 6 meetings with a total of 66 people in attendance. c) Made presentations at 25 non-priority schools with 1,755 students in attendance. d) Left 8,723 flyers on alternatives to be handed out to all students in schools where presentations were made. e) Gave out 558 alternative applications. f) Made one pre-school presentation. g) Attended Computers Unlimited Advisory Committee meeting on recruitment. h) Compiled a summary of the concerns and recommendations of parents of students who were rejected and of other parents interested in alternatives to be shared with central office personnel working with alternatives.
18. Evaluation of Settlement Agreement Activities	18a. The report on the alternative method of reporting the Taeuber is being prepared.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 16, 1987
1. Communitywide Task Force	1a. The Communitywide Task Force met January 5, 1987 and: - reviewed with proposal subcommittee Eastman, Woycke & True, Inc.'s proposed open enrollment flyer; - wrote City Council urging them to reimburse schools for the tax revenues they will lose from Fountain Square West; and - arranged to respond to the long range planning recommendations dealing with desegregation at the Task Force's February, 1987 meeting.
2. New Alternatives	2a. Status of Magnet Schools Grant: 1) Clearance by the OKI Regional Council of Governments and the State Clearinghouse has been granted. 2) Clearance of the Cincinnati application has been made by the Cleveland Regional Office of Civil Rights. 3) The Magnet Schools Office received 126 applications. 4) Notification to grantees will be made during the month of March; applicants not approved will be notified in April. 2b. 1) The Shroder Paideia principal is requesting to recruit a sixth grade for 1987-88. Board approval would depend upon receiving the magnet schools grant or disposition of the Long Range Planning Committee recommendations. 2) Planning is under way for developing a six week in-service program for new Paideia teachers. The completed package will be presented to Xavier University for negotiations. 3) Mortimer Adler will visit the Shroder Paideia program on March 31, 1987.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 16, 1987
3. Existing Alternatives	3a. Alternative enrollment for 1986-87 was updated in December. Currently 8,808 blacks and 7,357 non-blacks are enrolled for a total of 16,165.
	3b. The Alternative Office, foreign language supervisor, and bilingual coordinator met on January 7 with the bilingual principals. A follow-up meeting is planned for March to address concerns expressed at the January 7 meeting.
	3c. Priority applications were mailed on schedule.
	3d. Regular applications are printed and will be available on Monday, February 2.
	3e. Mr. Jerry Mitchell has made recruitment presentations to UC Pre-School program, the Clifton Child Study Group, and Kennedy Heights Montessori.
	3f. The budget process for the 1987-88 school year has been initiated.
	3g. John Clark and Daryl Sawyer are developing a Bronson budget projection through 1991. However, the projections are dependent upon the 1987-88 approved budget.
	3h. The Board of Education has approved the move of AWL from Schiel to Sawyer, together with funding of the necessary renovations.
	3i. The Alternative Office has sent letters to principals asking them to discourage parents from making application for alternatives in person on February 2.
4. Open Enrollment	4a. Two flyers - one for black applications and one for white applications - are being prepared by Eastman, Woycke & True, Inc. The flyers will accompany the open enrollment application to be mass mailed by February 15.
	4b. Open enrollment figures through January 16, 1987 are as follows:

Elementary	Secondary
560 Black	615 Black
27 White	24 White
587 TOTAL	639 TOTAL

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Components and Related Matters

Component	Status as of January 16, 1987
5. Other Means for Reducing Racial Isolation	5a. Community meetings were held on January 13 and January 15 to receive feedback concerning the recommendations contained in the preliminary report from the Goals and Long Range Plan Steering Committee. Approximately 1,000 people have attended these meetings, and their comments are being transcribed for presentation to the steering committee. Additional meetings are scheduled for the week of January 19.
6. Low Achieving Schools	6a. Beginning steps for expanding the Writing to Read Program to Kindergarten classes have been initiated. The schools started orientation of Kindergarten pupils before Christmas and continued them following the holidays. Actual instruction will follow the orientation period. 6b. In-service training was completed on the Communication Arts program at Washington Park School. 6c. Heberle and Rothenberg are planning for mid-course review by staff. Examination of profile data related to mid-course review has been scheduled for Washington Park and Hays.
7. Staff Development	7a. Priority during this period has been to implement Black History Month activities that are the direct responsibility of the Staff Development Center's personnel. Those activities are listed below: Celebrating the Black Heritage Resource Guide and Activity Booklet Ethnic Cookbook Language Awareness Seminar Consultant: Dr. Geneva Smitherman-Donaldson

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 16, 1987 Page 4.
8. Staff Racial Balance	8a. Significant Accomplishments: - The Task Force on Minority Recruitment has been meeting on a monthly basis. The task force's goal is to provide recommendations to improve the district's effort in recruiting minority teachers. - The Personnel Branch has sent a representative to a consortium of state-wide personnel administrators who are focusing on minority recruitment. Emerging from these meetings is a state-wide minority recruiting fair which will be held in Columbus, Ohio during the spring. - Personnel administrators have referred numerous individuals to the University of Cincinnati and Miami University Schools of Education. Both institutions have a staff member designated to recruit minorities into the field of education.
9. Housing Plans of City	9a. Received notice of one contemplated purchase by CMHA of a single family house in the Central Fairmount attendance area. Since Central Fairmount is still a predominantly white school (61%), this acquisition would probably be beneficial to racial balance in the Cincinnati Public Schools.
10. Community Education	10a. LSAC staff attended more than 30 local school meetings, as well as 15 community meetings, including five (5) Long Range Plan meetings. 10b. Met with the Community Education Committee to review class descriptions and logistics for the three locations. 10c. LSAC Specialists updated COMMUNITY RESOURCES DIRECTORIES for 1987. The four (4) directories will be available in quantity next month. 10d. Met with LSB (local school budgeting) Contacts in a session led by Daryl Sawyer, for purposes of reviewing the process.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 16, 1987
11. Publicity and Marketing	11a. Shroder Paideia--Edited, and produced second quarter newsletter which will be written primarily by Shroder students. Produced new brochure for distribution to parents and students, direct mail, etc.
	11b. Sands--Produced and duplicated title slides for Montessori slide presentation.
	11c. Open Enrollment--Worked with Eastman, Woycke & True, Inc. on the production of an open enrollment flyer/brochure to be mailed with an application to all families in the CPS district in February. Collected information, arranged for photograph, made final edits and revisions.
	11d. Hughes/City-Wide--Collected information and took photos for brochure to be used primarily for direct mail.
	11e. Peoples/Junior High College Readiness--Met with principal and teachers to discuss ways to promote their alternative and the school through open enrollment. Will begin production of a brochure/flyer with school highlights for direct mail.
	11f. Fundamental Academy--Completed brochure.
	11g. Share the Success--Presented slide show to Memorial Community Center, Over-the-Rhine for pre-school parents.
	11h. Produced and printed flyers for all bilingual programs, Alternative Information Specialists (priority and regular recruitment).
	11i. Alternative Poster--Received delivery of 40,000 (folded) posters for February alternative application mailing. Five thousand delivered to Ed. Center for distribution in community, business community, schools, neighborhoods, etc. Made arrangements for labels, envelopes, and other materials for mailing.
12. Transportation	12a. The Transportation Branch continues to review long routes, and to re-route buses to add pupils moving or being accepted into alternative programs.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 16, 1987
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. A plan for extracurricular buses will be developed after the appointment of a new Pupil Transportation director.
14. Discipline Committee	14a. Mrs. Louise Spiegel and Mr. Ed Spalter met January 15, 1987 and reviewed the items in the Long Range Plan that would be preventive measures to reduce suspensions (i.e., in-school suspension class, increased counselling). These items, if implemented, would require an additional 1.39 mills. 14b. A discussion was had as to how the Ford Foundation Grant and high risk programs to reduce failure at the 1st and 7th grade are related to preventive measures to reduce suspensions. 14c. Mr. Spalter will survey pupil personnel team roster to determine how many community agencies are participating in these teams.
15. Unbiased Tests and Policies	15a. The test selection committee has met four times. Test publishers made presentations on their tests. The committee reviewed minority representation in the test norm populations. They also reviewed the methods used by the publishers to eliminate race and gender bias in item content as well as the statistical methods used to reduce bias in group performance on test items. Committee members are currently reviewing the four test batteries using appraisal instruments which include a review of race and gender bias.
16. Unbiased Placement of Students Within Buildings	16a. The form "Analysis of Racial Balance Within the School Building" was completed by school principals in December and submitted to Area Directors. 16b. At the February meeting of the Coordinating Committee for Systemwide Goal 4.0--"Improving Racial Balance and Interracial/Intercultural Understanding Among Students and Staff,"--Area Directors will report any discrepancies indicated in the school reports, and plans to correct these discrepancies.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of January 16, 1987 Page 7.
17. Information Centers	17a. Alternative program information specialists scheduled meetings at each priority school (90% or more of one race) for the purpose of speaking with students about alternative programs. Visits were made to many schools, and all priority school visits will be completed before January 30 to allow these students to receive priority status for alternative programs. The specialists also have made presentations on alternative programs at PTA, LSAC meetings, and at a number of preschool programs. Informational materials and program applications were distributed at these meetings.
18. Evaluation of Settlement Agreement Activities	18a. A survey of principals in schools housing both a neighborhood and an alternative program is being conducted to determine the extent to which alternative program students interact during the school day with non-alternative students in the building. Results of the survey are needed as input data for calculation of the Taeuber Index under the alternative procedure requested by the Communitywide Task Force. 18b. Efforts continued on the survey being conducted to determine why some students transfer out of alternative programs during the school year. 18c. Evaluation committees have been formed for the three alternative programs which will be undergoing a special evaluation this year - Academy of World Languages, Primary School for Arts Enrichment, and the primary school component of the Cincinnati Academy of Physical Education. Initial committee meetings were held for each program.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met December 1, 1986. The Superintendent presented the 1986-87 Taeuber Indices.
	1b. The Proposal Subcommittee will review the progress report, meet with Eastman, Woycke & True, Inc., and report back to the Task Force.
2. New Alternatives	2a. John Clark, Vella Ellis, and Maurice Lane conducted a walk-through of building D and E at Sawyer to determine the feasibility and cost of moving the Academy of World Languages to that site in September, 1987. The move would allow expansion of both the Academy of World Languages and Primary School for Arts Enrichment, which would remain at Schiel.
	2b. The preliminary report of the Long Range Planning Committee, issued on December 9, contains several implications for alternatives/new alternatives. No action on new alternatives is anticipated until the long range recommendations in final form are presented to the Board.
3. Existing Alternatives	3a. On December 9, the Alternative Office conducted a meeting with the principals of alternative programs/schools. Alternative School Manual revisions were distributed, presentations were made by the Communications Office and Evaluation Branch on services available for publicity and from the information specialists. Taeuber data as of November, 1986 and enrollment procedures for 1987-88 were reviewed.
	3b. A meeting with bilingual program principals is tentatively scheduled for 4:00 p.m., January 7, 1987 at Hartwell Elementary School. Issues specific to the bilingual programs will be discussed at that time. Similar meetings will be held with other multiple site programs.
	3c. The priority and normal application forms for the 1987-88 school year have been printed. Mailings will be conducted on schedule to all parents of students in the Cincinnati district.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986 Page 2.
4. Open Enrollment	4a. On December 8, Alternative Office personnel met with the area directors to make recommendations to Mr. McNeil about the schools to be included on the open enrollment list for 1987-88. The group recommended that the criteria for listing a school as receiving either black or non-black students be the black/non-black ratio for that level - elementary, middle/junior, senior high - systemwide. In addition, Anderson Place, Bramble, Carthage, Chase, Clifton, Mt. Airy, and Roosevelt were recommended for elimination from the list because of overcrowding. Approval by the C & I Directors is anticipated at the December 17 meeting.
5. Other Means for Reducing Racial Isolation	5a. The Goals and Long Range Plan Steering Committee has prepared a preliminary report containing recommendations for actions to improve the quality of education and further reduce racial isolation in schools. Meetings were held during the week of December 15 to obtain feedback from school system staff concerning these recommendations. Similar meetings for community members have been scheduled in January of 1987.
6. Low Achieving Schools	6a. Meetings of School Improvement Teams and C.O. staffs were held with Heberle and Rothenberg to review the Comprehensive Profiles and plan strategies for a mid-course review by staffs. 6b. IBM PCjr network systems were installed at Heberle, Rothenberg, Washington Park, and Windsor. Inservice has been completed in three of the schools and student lessons are underway in two of them. 6c. The Writing to Read program is well in progress at all seven low-achieving schools with continued monitoring and regular meetings of teachers and aides to deal with problems, share successes, and provide general support.
7. Staff Development	7a. Staff Development inservice activities have been planned in collaboration with local schools and special projects. These inservices are specifically designed to meet the objectives of the district goal (4.0).

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986

7. Staff Development (Continued)

7a. (Continued)

December 9-12, 1986	Tri-Vector Consultants Incorporated conducted a workshop to improve race relations with Dater's staff, student body, and community. The staff would graduate from the personal and interpersonal awareness to the greater goal which encompasses student communication, growth, and welfare.
February, 1987	Tri-Vector Consultants Incorporated will conduct a workshop with Central Office administrators as the target population. Their general purpose is to meet the district's commitment to improving interracial and intercultural understanding.
February 10-11, 1987	Dr. Geneva Smitherman-Donaldson, author of Talkin and Testifying: The Language of Black America, will conduct (two) five-hour workshops. The targeted audiences will be CPS administrators/supervisors and CPS teachers. This language awareness workshop will focus on the following major objectives:

- Heighten awareness of myths and misconceptions about Standard, Black, and Appalachian English.
- Increase knowledge of the origin, development and characteristics of Black and Appalachian English.
- Enhance awareness of the relationship between language attitudes, student-teacher interaction and classroom climate.
- Enhance awareness of the relationship between language attitudes and the interaction of educators with their peers.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986
8. Staff Racial Balance	8a. Teacher Employment Report - 1985-87

	EMPLOYED FOR SCHOOL YEAR 1985-86*		EMPLOYED FOR SCHOOL YEAR 1986-87**	
	Number	Percent	Number	Percent
MALE	75	26	50	23
FEMALE	209	74	164	77
WHITE	221	78	169	79
BLACK	54	19	42	20
OTHER	9	3	3	1
TOTAL	284	100	214	100

* - Hired before October 30, 1985

** - Hired before October 30, 1986

Component	Status as of December 12, 1986
9. Housing Plans of City	9a. Received notice of one CMHA contemplated purchase of a dwelling located in the Anderson Place elementary school attendance area. Since Anderson Place is racially balanced, this acquisition by CMHA would not be harmful to racial balance.
10. Community Education	10a. LSAC staff attended more than 30 school/community meetings, helping to facilitate, presenting information, and organizing groups. 10b. Met with the Community Education Committee twice to determine how and who to recruit as instructors and to make plans for publicizing class information. 10c. Attended the National Community Education Association convention which focused on parent involvement and support for the K-12 program. 10d. Assisted in planning, and presented information, for a local school volunteer coordinators' meeting, at which 35 schools were represented.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986 Page 5.
11. Publicity and Marketing	11a. Application--Prepared contents for priority application mailing. Delivered materials to WATCH to begin mailing.
	11b. Open Enrollment Application--Revised, designed 1987-88 open enrollment application.
	11c. Alternative Poster--Took photograph for poster "We've got a lot in school for you!". Continuing to work on PSA and supplemental materials with theme.
	11d. Share the Success--Showed slide/tape presentation which includes information on alternatives at: Rothenberg, Midway, Merry, Pleasant Ridge, and Sands Montessori. Also at AT&T/Hughes High School Career Day, and to visitors from Little Rock Arkansas.
	11e. CAMAS--Met with principal, counselors, program coordinator, etc. to discuss 1987-88 publicity plan. Plan includes publicizing annual Science Fair, planning an open house around the fair with a guest speaker in the math/science field, recruitment brochure, invitation, school visits, and timelines.
	11f. Shroder Paideia--Distributed first issue of newsletter. Began working on the second issue. Met with Paideia staff, principal, assistant principal to discuss recruitment for 1987-88 including: continued use of newsletter; parent/student/teacher visits; open house for students in identified schools; open house/special event for general public.
	11g. City-Wide Law, Government, and Communications Academy--Developing a brochure to promote new program concept with endorsement for elected officials, journalists, lawyers. Self-mailer for recruitment purposes.
	11h. Sands Montessori--Took slides for show principal will use when parents visit the school.
	11i. Bilingual Teacher Workshop on Newsletter Writing--Spoke to 30 bilingual teachers on "How to spruce-up your newsletter."
	11j. Alternative Information Specialists--Informed of overall publicity for alternatives, targeted programs, and discussed recruitment ideas. Producing flyers/brochures for specialist to use in schools beginning in January with priority recruitment.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986
12. Transportation	12a. The Pupil Transportation Branch has continued its monthly process of revising all yellow bus routes to all 201 schools to accommodate changes in enrollment, address changes, and requests for deviated stops. In addition, final route changes were made for three schools to accommodate parent concerns expressed to the Board of Education.
	12b. Reports from downtown merchants and the Downtown Council concerning children in the core area have not been reported to the Pupil Transportation Branch during the past month.
	12c. The closing of the Ludlow Avenue Viaduct during this reporting period has lengthened many routes due to the necessity to access the Clifton area from either Clifton Avenue, Dixmyth, or Vine Street. The city plans to marginally reopen the viaduct but this will not alleviate the additional routing time as stringent restrictions will be imposed on use of this span, resulting in continued traffic delays. The restrictions will be in force for at least four years.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. The Evaluation Branch, during the 1986-87 school year, will conduct programs regarding involvement of non-neighborhood students in extracurricular activities.
	13b. With the appointment of a new transportation director, a re-examination of the Cincinnati Public Schools' capability of providing extracurricular transportation will be examined.
14. Discipline Committee	14a. The Central Discipline Committee met November 25, 1986.
	14b. The first quarter statistical report on suspensions and expulsions was reviewed. The following information was highlighted. Secondary Level 66% of students suspended were black. The percentage of black students enrolled at the secondary level is 61.4%. Elementary Level 73% of students suspended were black. The percentage of black students enrolled at the elementary level is 57.8%.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of December 12, 1986
14. Discipline Committee (Continued)	14c. The second portion of the meeting was used to discuss the effectiveness of suspensions as a disciplinary tool and preventive measures that can be used to affect behavior prior to suspension. 14d. Upon Mrs. Spiegel's recommendation she, Mrs. Johnson-Baker, and Mr. Spalter will meet in January to determine if community resources can be used to expand programs that can assist in modifying behavior.
15. Unbiased Tests and Policies	15a. Existing policies are being used for test selection.
16. Unbiased Placement of Students Within Buildings	16a. Area Directors are receiving management plans from all Cincinnati Public Schools' principals. These plans are expected to minimally focus in the areas of a) racial equity among staff and students; b) initiatives to enlighten and/or educate the latter group; c) reflect effective building monitoring and grievance procedures; and d) establish objectives with measurable criteria.
17. Information Centers	17a. The four Alternative Program Information Specialists returned to work on December 1. Two of the specialists will be housed again at Millvale Primary School, but the other two will be located in a new office at Shroder. The specialists have visited the new alternative programs at Roll Hill and Shroder, and they have made visits to programs which have changed principals since last year. Schedules are being established for presentations at priority schools during the month of January.
18. Evaluation of Settlement Agreement Activities	18a. The evaluation report on 1985-86 alternative programs has been completed and distributed. 18b. The Taeuber Index values for 1986-87 have been computed as follows: Elementary - 44.7, Junior/Middle - 41.1, and Senior High - 39.4. 18c. A study has been implemented to determine why some students transfer out of alternative programs during the school year.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 14, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met with the new Superintendent, Dr. Lee Etta Powell, at the meeting on November 3, 1986, and discussed issues of common concern. 1b. Mr. Cliff Woycke, of Eastman, Woycke & True, Inc., has met with the Task Force and is reporting to a four person subcommittee and coordinating his work with the Communications Branch.
2. New Alternatives	2a. A grant application was filed under the Magnet Schools Assistance Act by the deadline, November 7, 1986. Requested amount was $1,596,864 to cover: 1. The installation of a K-5 Paideia school and K-5 Elementary Math and Science. 2. Expansion of the following alternatives: Academy of World Languages, Bilingual (by grade levels at Cheviot and Mt. Washington), Computers Unlimited, Montessori (grade 5 at North Avondale), Shroder-Paideia, Primary Arts, Reading/Language Arts at Roll Hill. 3. Program improvements for the following programs: CAMAS, Elementary College Preparatory Program, IGE, Junior High College Readiness. Notification of action on the grant will be forthcoming in late March or early April, 1987. 2b. Further action on new alternatives depends on the report from the Board's Long Range Planning Committee and subsequent Board action.
3. Existing Alternatives	3a. A new six-page alternative application form has been developed and is due at the printer November 17, 1986. Three pages of the form are the application itself; the other three pages contain program descriptions.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 14, 1986
3. Existing Alternatives (Continued)	3b. A priority mailing of these applications will be sent on January 1, 1987, to all pupils in the 18 priority schools.
	3c. The Alternative Office has scheduled a meeting with all alternative program principals on December 9 to cover enrollment procedures and other items suggested by principals for discussion.
	3d. The Alternative Office is working with the Budget Office to complete a projection of Bronson expenditures through 1991.
	3e. Alternative school enrollment figures are unchanged since the October report.
4. Open Enrollment	4a. A new open enrollment application is being designed to avoid confusion on the part of parents between the open enrollment and alternative school application.
	4b. A mass mailing separate from the alternative school mass mailing will be done the third week of February, 1987. The envelope will contain an open enrollment application form and a flyer listing the advantages of open enrollment. A new listing of open enrollment schools based on 1986-87 racial balances for each school has been submitted to C & I directors for approval.
	4c. No change in open enrollment figures since the October report.
5. Other Means for Reducing Racial Isolation	5a. The Goals and Long Range Plan Steering Committee met four times during this period to discuss recommendations for action. Their work, however, has not been completed, and additional meetings will be held to discuss and reach agreement on their first set of recommendations to be presented to the Board of Education.
6. Low Achieving Schools	6a. Project activities focused on implementation of activities at the school level. Work was completed on development of comprehensive profiles for four of the schools and strategy meetings are being planned.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 14, 1986
6. Low Achieving Schools (Continued)	6b. School improvement teams from each of the seven low achieving schools participated in the SIP Workshop on October 28, 1986, at the downtown Holiday Inn. Superintendent Powell addressed the group on the importance of their work and supported the school effectiveness effort. The theme of the workshop was "Collaborative Team Building."
7. Staff Development	7a. In relationship to the Black History Month effort and the district's Goal 4.0 Interracial/Intercultural Understanding, a committee of seventeen (17) educators, with Mr. Thomas Haley as the Area Director in charge of Black History Month, has begun extensive plans to "Celebrate the Black Heritage" for this school year. 7b. Staff Development has been assigned the following tasks to perform: - Revise the Activity/Idea booklet for Grades K-12. - Develop multi-ethnic cookbook containing recipes submitted by teachers, parents, and school administrators. - Facilitate workshops for central office staff at the Education Center and for teachers at the Staff Development Center.
8. Staff Racial Balance	8a. No change in status.
9. Housing Plans of City	9a. Received notice of two CMHA proposed acquisitions. One single family dwelling was located in the Kilgour elementary school attendance area and probably would be helpful in improving racial balance. The other dwelling, also single family, was located in the North Fairmount attendance area and might be harmful to racial balance.
10. Community Education	10a. Attended more than 30 LSAC and community meetings, as well as the Black Social Workers Conference and the "Black Families in Crisis" Conference. 10b. Have not received 13 LSAC membership lists. Recruited six new LSAC members for various committees.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 14, 1986
10. Community Education (Continued)	10c. Held second district-wide LSAC training session with 104 participants representing 45 schools. 10d. Community Education Committee selected several topics for classes and began recruiting instructors.
11. Publicity and Marketing	11a. Application--Prepared final copy and design of priority and regular application. Sent artwork to printer. 11b. Alternative Poster--Selected children and made photo arrangements for poster to be mailed to each family in the district, along with the application in February, 1987. Made arrangements for donation of paper and printing. Developed plan to distribute poster to local businesses and communities and incorporate theme "We've got a lot in school for you!." Other efforts include--television PSA, newspaper and radio ads, flyers, brochures. 11c. Recruitment/Publicity Plan for 1987-88 School Year--Met with individuals from Evaluation Branch, Alternative Schools Office, Communications Branch to discuss which alternatives should be targeted for recruitment. This may include CAMAS, ISA, City-Wide, with continued efforts for Shroder Paideia and Roll Hill Reading/Language Arts. Develop ways to encourage parents of fifth grade bilingual students to send them to CBA, then to ISA. Begin preparations now to inform parents about AWL's move from Schiel. 11d. Shroder Paideia--Developing newsletter as a continuation of the two that were mailed last summer. First issue will be distributed to parents the first week in December and mailed to targeted groups (same groups that received the newsletter during the summer). 11e. Fundamental Academy--Producing a brochure for both sites (College Hill and Linwood). 11f. Hughes PR Committee--Attended first meeting of year to discuss activities for this year and recruitment for City-Wide and Computers Unlimited.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 14, 1986 Page 5.
11. Publicity and Marketing (Continued)	11g. Dater--Took slides to up-date slide show used to recruit through open enrollment or the Junior High College Readiness program. 11h. Eastman, Woycke & True--Met twice with individuals from the PR firm retained by the Communitywide Task Force to discuss past and future publicity and public relations efforts.
12. Transportation	12a. Working with parent groups on revising long bus routes.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. No change in status.
15. Unbiased Tests and Policies	15a. Procedure for selection of unbiased tests approved by cabinet. The process has been approved for selection of a standardized achievement test.
16. Unbiased Placement of Students Within Buildings	16a. No change in status.
17. Information Centers	17a. These centers were not in operation during this period. The information specialists will return to duty on December 1, 1986.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of November 14, 1986 Page 6.
18. Evaluation of Settlement Agreement Activities	18a. A final draft of the 1985-86 alternative program evaluation report has been prepared and will be distributed shortly. 18b. The Administrative Research Office has completed the official count of students by race at each school, and the Taeuber Index will be computed from these data. Based upon this count of students, it has been determined that the number of priority schools (90% or more of one race) has been reduced this year to 16 elementary schools and two junior/middle schools. Last year at this time, there were 20 priority elementary schools and four at the junior/middle level. As was true last year, no high schools fell into the priority category. 18c. A meeting was held with John Clark to discuss plans for in-depth evaluations of alternative programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

<table>
<tr><th>Component</th><th>Status as of October 15, 1986</th></tr>
<tr><td>1. Communitywide Task Force</td><td>1a. The Communitywide Task Force met October 6, 1986, and saw the "Share the Success" slide show. Superintendent Dr. Lee Etta Powell was introduced, and will attend the November meeting.</td></tr>
<tr><td>2. New Alternatives</td><td>2a. No change in status.</td></tr>
<tr><td>3. Existing Alternatives</td><td>3a. September enrollment in alternative programs:
<table>
<tr><td>Black</td><td>8,581</td></tr>
<tr><td>Non-Black</td><td>7,811</td></tr>
<tr><td>Total</td><td>16,392</td></tr>
</table>
NOTE: Figures reported on the September enrollment will change because of no-show, withdrawals, and late acceptances. The figures will be updated and reported in the December meeting.

3b. The total of new pupils accepted in alternative programs for 1986-87 is 4,936.

3c. Total applications received as of 10/15/86 - 13,474
<table>
<tr><td>Black</td><td>2,468</td><td>Total Waiting</td><td>1,871</td></tr>
<tr><td>Non-Black</td><td>2,468</td><td>Total Rejected</td><td>3,318</td></tr>
<tr><td>% Black</td><td>50.0</td><td>Duplicated Applications</td><td>2,817</td></tr>
</table></td></tr>
<tr><td>4. Open Enrollment</td><td>4a. Acceptances:
<table>
<tr><th>Elementary</th><th>Black</th><th>White</th><th>Total</th></tr>
<tr><td>1986-87</td><td>363</td><td>18</td><td>381</td></tr>
<tr><td>1985-86</td><td>220</td><td>17</td><td>237</td></tr>
<tr><td>Secondary</td><td></td><td></td><td></td></tr>
<tr><td>1986-87</td><td>419</td><td>15</td><td>434</td></tr>
<tr><td>1985-86</td><td>349</td><td>6</td><td>355</td></tr>
</table></td></tr>
</table>

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Components and Related Matters

Component	Status as of October 15, 1986 Page 2.
5. Other Means for Reducing Racial Isolation	5a. The Goals and Long Range Planning Steering Committee continued to meet on a regular basis. The primary task was to form recommendations which addressed the eight major questions phrased earlier by the Board of Education and referred to this committee. Numerous draft recommendations have been formed, but group decisions have not been reached to date on these recommendations.
6. Low Achieving Schools	6a. Activities during this past month were centered on implementing the Open Court reading program, the Writing to Read program, and computer labs. All first graders have been oriented to Writing to Read and instruction has begun. 6b. Meetings have been initiated with several of the principals dealing with the comprehensive profile that was built to examine conditions that may be preventing progress experienced by other low achieving schools.
7. Staff Development	7a. Chip Henderson of The Henderson Company has a contract with Cincinnati Public Schools to coordinate a three-day workshop for principals. This workshop is on the timeline of activities related to the process for the implementation of Goal 4.0 (Improve Racial Balance and Interracial and Intercultural Understanding Among Students and Staff). The primary purpose of this inservice is to "enhance skills and creativity necessary to produce substantive plans" for school excellence. The tentative dates for the inservice are: November 11, 12, 13, and November 18, 19, 20, 1986. 7b. A Multiethnic Enrichment Series is planned for this school year at the Staff Development Center. The Series will feature Cincinnati Public Schools' Certificated and Civil Service Personnel. Participants will share music, crafts, art work, and etc.

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Components and Related Matters

Component	Status as of October 15, 1986 Page 3.
7. Staff Development (Continued)	7c. Mr. Jerry Braun and Ms. Georgetta King are members of the district's Black History Steering Committee. Mr. Tom Haley is the chairperson of this committee. Presently, Staff Development is responsible for subcommittee tasks in the following areas: - Weaving the general theme of Black History throughout the total curriculum, as well as to incorporate the study and contributions of other ethnic groups to the fabric of, not only historical, but even contemporary American life. (Michael Dantley, Chairperson) - Collecting multiethnic recipes from teachers and parents in the local schools. (Parent/Teacher Subcommittee) - Revise the Black History Activity Book that was initially developed during the 1985-86 school year. (Teacher Subcommittee) 7d. In support of the Middle School and High Risk process, the district will conduct several workshops this school year at the Staff Development Center. January 21 & 27, 1987 - 8:30 - 11:30 a.m. Participants: Leadership Personnel June 24, 25, and 26, 1987 - 1:00 - 5:00 p.m. Participants: Teachers
8. Staff Racial Balance	8a. Staff racial balance has been calculated for the 1986-87 school year. It continues to show compliance with Board policy in the area of certificated staff assignments. The one exception remains Sands Montessori, and the district continues to work toward the solution of that problem. 8b. Systemwide and area data reflecting the actual building numbers will appear in the annual Planning and Budget Document related to Settlement Agreement activities.
9. Housing Plans of City	9a. No activity this month.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 15, 1986 Page 4.
10. Community Education	10a. Held September LSAC Orientation session for 91 participants (45 non-staff) from 39 schools. 10b. Recruited 20 new members for various LSACs, concentrating on recommended balance of constituents. 10c. Held organizational meeting for 27 central office staff volunteers who are serving as LSB contacts. 10d. Sent LSAC surveys to all school and selected central office administrators. Results were analyzed and recommendations made in an Evaluation report by Dr. Jack Lewis.
11. Publicity and Marketing	Reading/Language Arts 11a. Provided video tape to Roll Hill principal of first day news coverage from Channel 12's Seven O'Clock Report to make available to students, staff, LSAC, etc. 11b. Shared materials including slide/tape presentation to visitor from Montgomery County Schools. 11c. Sands Montessori - Met with principal to plan publicity--update slide presentation, etc.--to deal with the large numbers of visitors. 11d. Dater - Met with principal to discuss updating slide show to recruit students in feeder and targeted schools. 11e. Schiel - Generated publicity for Suzuki children visitation, in particular, the luncheon at Schiel with Japanese students. 11f. Distributed 2,000 alternative newspaper supplements and "Quality and Choice" brochures to the Community Fair at HUB Services in Over-the-Rhine. 11g. Presented "Share the Success" slide show to Communitywide Task Force at October 6th meeting.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 15, 1986 Page 5.
11. Publicity and Marketing (Continued)	11h. Application - Researched printing, redesigned to accommodate the large amount of information, finalized program descriptions.
	11i. Met to discuss inclusion of Cincinnati Public Schools, in particular, alternative programs, in a slide/tape presentation on the quality of life in Cincinnati. The show will be used by Burke to encourage businesses to relocate in Cincinnati. Will continue to work with Burke by providing slides and information.
	11j. Shared information with St. Louis Public Schools Magnet Review Committee on alternative programs.
12. Transportation	12a. Long bus routes continue to be a concern of parents.
	12b. Extracurricular transportation continues to be a concern of the schools. This question has been referred back to Mr. Joseph Bell for follow-up by Mrs. Adoria Perkins.
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. Members of the Discipline Committee were sent an article from the Columbus Dispatch which reported that the Columbus Board of Education had voted to ban corporal punishment effective August 1, 1987.
15. Unbiased Tests and Policies	15a. No change in status.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of October 15, 1986 Page 6.
16. Unbiased Placement of Students Within Buildings	16a. Dr. Willis Holloway attended both area meetings to emphasize the importance of and answer any questions about the process for monitoring racial balance within school buildings (which principals had received prior to the meeting). 16b. The timeline now calls for principals to attend in November inservice sessions, designed to enhance skills and creativity necessary to produce substantive plans which will focus in the areas of: a) racial equity among staff and students; b) initiatives to enlighten and/or educate the latter groups; c) reflect effective building monitoring and grievance procedures; and d) establish objectives with measurable criteria.
17. Information Centers	17a. One specialist worked the last two weeks of September. No specialist worked during the month of October. 17b. The specialist was located at Millvale for September and answered calls from parents concerned about their children not getting into alternative programs. 17c. The specialist also spent time organizing materials at Millvale that were to be sent to our new east side location at Shroder. The new office at Shroder was established and materials arranged. 17d. All information specialists will begin work for 1986-87 on December 1, 1986.
18. Evaluation of Settlement Agreement Activities	18a. Draft evaluation reports have been completed for low achieving schools, open enrollment, and alternative programs. These reports will be published and disseminated as soon as they have cleared the Evaluation Branch's internal review for accuracy and clarity. 18b. The official count of students by race at each school was completed on October 10. The Taeuber Index will be computed from the results of this count as soon as the data have been checked thoroughly for internal consistency. This process normally takes three to four weeks for completion.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 15, 1986
1. Communitywide Task Force	1a. The Communitywide Task Force met September 8, 1986. 1b. The Proposal Committee (of the Task Force) has set up four subcommittees to oversee the work of Eastman, Woycke & True.
2. New Alternatives	2a. New program enrollment as of 9/10/86: Paideia (Shroder) Black 96 Non-Black 91 Total 187 Reading/Language Arts (Roll Hill) Black 214 Non-Black 179 Total 393 2b. Competition is again open for a Magnet School Assistance Act Grant for the 1987-88 and 1988-89 school years. Applications for up to $4 million may be made to fund allowable expenses in new or expanded alternative programs or for academic program improvement for current alternative programs. Teachers' salaries for additional personnel, teacher training, materials and equipment purchases, and publicity costs are allowable charges to a Magnet Schools Grant. Submission deadline is November 7, 1986. In a special meeting on September 8, the Board suspended the activities called for by the flow chart through December, pending recommendations from the Long Range Planning Committee. Because the Long Range Planning Committee report is not due until November 24, with public hearings after that date, a critical problem exists in specifying content for the Magnet Schools Application. John Clark will attend conferences in Washington, D.C. and Houston regarding the development of a Magnet Schools Application.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component — **Status as of September 15, 1986**

2. New Alternatives (Continued)

2c. The Alternative Schools Committee met on September 9, 1986 to review new/expansion programs for inclusion in the Magnet Schools Program. The committee reviewed a proposal for a classical humanities school (K-6) and a K-2 non-failure school. The committee will not reconvene until after the final report of the Board's Long Range Planning Committee when a clear definition of its task can be developed.

2d. John Clark and Daryl Sawyer will develop a detailed analysis of Bronson budget expenditures through the 1985-86 school year and budget projection of Bronson expenditures through June, 1991.

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3. Existing Alternatives

3a. Enrollment in alternative programs as of September 10, 1986:

Black	8,581
Non-Black	7,811
Total	16,392

NOTE: Due to pupils that have not enrolled in the program in which they have been accepted or pupils that may have enrolled after the September start of school, this data may change. The December report will reflect those changes.

Total accepted in Paideia, Shroder:

Black	96	51.3% Black Acceptance
Non-Black	91	
Total	187	

Total accepted in Reading/Language Arts, Roll Hill:

Black	214	54.4% Black Acceptance
Non-Black	179	
Total	393	

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 15, 1986		
4. Open Enrollment	4a. Open enrollment figures through September 12, 1986 are as follows:		
	Elementary		
	September 12, 1986	350	black
		18	white
		368	Total
	September 6, 1985	220	black
		17	white
		237	Total
	Secondary		
	September 12, 1986	419	black
		15	white
		434	Total
	September 6, 1985	349	black
		6	white
		355	Total
5. Other Means for Reducing Racial Isolation	5a. The Steering Committee for Goals and Long Range Planning met each week during this period. The committee has completed the evaluation phase of their work, and work has begun on the formation of recommendations for actions to be included in the plan. The recommendation phase will take several weeks to complete.		
6. Low Achieving Schools	6a. Activities during the last month focused on obtaining a smooth start to the school year. Principals attended the School Improvement Program Academy. First grade teachers attended a workshop on early intervention for Students at Risk. Kindergarten, first grade, and Chapter 1 teachers attended training sessions on Writing to Read.		

Component	Status as of September 15, 1986
6. Low Achieving Schools (Continued)	6b. All of the Writing to Read laboratories are installed and students are being oriented to the program. Parent communication and meetings are being planned to orient them to the program and enlist them as volunteers in the labs. 6c. An intervention plan has been prepared to address the achievement needs of schools that have not shown the exemplary results demonstrated by most of the schools in the low achieving component. Upon approval, this process will be implemented.
7. Staff Development	7a. Approximately four hundred and fifty resources (books, kits, filmstrips) housed in the Professional Library (CPS) have been identified and listed on a separate document as materials related to the following topics: Black Literature, Students at Risk, Autobiographies of Black Americans, Segregation, Desegregation, Integration, and other current ethnic issues. Lists will be distributed to CPS staff according to topical interests. Examples: Biographies of Black Americans Anderson, Marian My Lord, What a Morning; an autobiography, c1956 Social Science Information Eisenstadt, Murray The Negro in American Life, c1968 King, Edith W. Teaching Ethnic Awareness: Methods and Materials for the Elementary School, c1980 7b. A multi-ethnic booklet is now in Phase II of development. This handbook was originally developed in 1985 as a source book for Black History activities. Teachers will revise, restructure, and provide information for the new edition. James A. Banks' book, Teaching Strategies for Ethnic Studies, will be a reference for restructuring the content. Upon approval, the final product will be distributed in January of 1987.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 15, 1986
7. Staff Development (Continued)	7c. Staff Development personnel met with Kathleen Ware, LaVerne Summerlin from the University of Cincinnati, and Geneva Smitherman, Wayne State University, Detroit, Michigan. Mrs. Smitherman is the author of Talkin and Testifyin: The Language of Black America. She is also a contributing writer to the book, Tapping Our Potential, Charlotte K. Brooks, editor. This exploratory meeting took place to discover the possibility of Mrs. Smitherman providing workshops for CPS teachers and administrators on topics related to the development of Black language patterns. In addition, we established a collaborative relationship in sponsoring language related workshops with the representative from Urban Initiatives (University of Cincinnati).
8. Staff Racial Balance	8a. Staff racial balance figures for 1986-87 will be available in October. Presently, Sands Montessori School is below minimum racial balance. 8b. A committee is being organized to look at the issue of minority recruitment. The first meeting of this committee will be held in late September.
9. Housing Plans of City	9a. Received notice of the contemplated purchase by CMHA of a house in the Mt. Airy School attendance area. Since the percentage of black students at Mt. Airy is about 46%, the establishment of a CMHA housing unit in the Mt. Airy attendance area would probably be beneficial to racial balance.
10. Community Education	10a. LSAC Specialists have been taking the initiative to recruit advisory committee members for schools lacking participation from a particular constituency group or race. 10b. A series of LSAC training sessions have been scheduled for the year, with the first to be an orientation, held on September 24. 10c. To date, 24 central office staff have volunteered to serve as LSB Contacts for individual schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 15, 1986
11. Publicity and Marketing	See below

11. Publicity and Marketing

Roll Hill

11a. Planned and assisted with first day activities on September 3, "Super friends learn to read, write, listen, speak at Roll Hill." Met with staff and Partner-in-Education, Kenner Products, to make arrangements which included a time capsule and a balloon launch. Printed balloons and buttons for children and staff. Sent press releases and PSAs, and made media contacts on the day of the event. Media present: WNNK and WKRC radio stations, WCPO-Channel 9 and WKRC-Channel 12 TV stations. Randy Little (Channel 12) featured the Reading/Language Arts Demonstration Center on his 7:00 O'Clock Report.

11b. Planning "An Evening with Nikki Giovanni" on September 25, 1986. Open house for parents, students, staff, community, etc. Ms. Giovanni will speak on writing and language arts skills and autograph poetry books. Parents will view the slide show on the Reading/Language Arts program, visit classrooms and the computer labs. Invitations are being developed, lists generated, media contacts made.

11c. Paideia-Made media contacts throughout August and the first part of September on new program. Rob Braun, WKRC-TV featured Paideia the week of August 18.

11d. Communitywide Task Force/Greater Cincinnati Foundation Grant-Held initial meeting with Cliff Woycke from the firm Eastman, Woycke & True to discuss the Communications Branch's function and responsibilities for alternative programs and open enrollment.

Rockdale RAMS

11e. Assisting with writing and layout of school's annual progress report. Highlighting the Cincinnati Zoo and the school's Partner-in-Education, Children's Hospital Medical Center.

11f. Supplied Cincinnati Zoo employee newsletter editor with photos for an upcoming issue featuring Rockdale School.

11g. Responded to several school districts all over the country that requested newspaper supplement "Discover Adventures in Learning," which received "Honorable Mention" in the national contest sponsored by the National School Public Relations Association.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

Component	Status as of September 15, 1986
12. Transportation	12a. PROGRESS!
13. Extracurricular Activities Involvement (Non-Neighborhood Students)	13a. No change in status.
14. Discipline Committee	14a. The Discipline Committee met September 10, 1986. 14b. In addition to the statistics contained in the 1985-86 annual report on suspensions and expulsions, the following information was provided: 1. The 10,215 suspensions that occurred in 1985-86 involved 6,429 students. 2. Seven hundred and forty-five (745) secondary students were suspended three or more times. 3. Three hundred and fifty-one (351) elementary students were suspended two or more times. 4. Sixty-four and six tenths per cent (64.6%) of the students suspended at the secondary level were black. The black enrollment at the secondary level was approximately 60%. 5. Seventy-five and six tenths per cent (75.6%) of the students suspended at the elementary level were black. The black enrollment at the elementary level was 57.54%. 14c. In August principals received a list of students suspended from their school in 1985-86. The names of students suspended multiple times were highlighted. In a letter that accompanied the lists, I suggested that a conference be held with these students and their parents and that referrals should be made to counselors and visiting teachers. 14d. At the secondary level this year, counselors will attend expulsion hearings when an alcohol/drug offense is the reason for the expulsion.

Component	Status as of September 15, 1986 Page 8.
14. Discipline Committee (Continued)	14e. The following issues were discussed during the committee's deliberations and will be pursued at the next meeting: 1. Resources available, including elementary counselors, to prevent students from being suspended 2. The effect of suspension on the black male 3. Percentage of suspensions in district schools as compared to alternative schools 4. Corporal punishment
15. Unbiased Tests and Policies	15a. No change in status.
16. Unbiased Placement of Students Within Buildings	16a. The staff management committee for Systemwide Goal 4.0, IMPROVE RACIAL BALANCE AND INTERRACIAL/INTERCULTURAL UNDERSTANDING AMONG SUTDENTS AND STAFF, met in August with an extended group of principals for an in-depth reality check review of the criteria for measuring this goal as a mandatory indicator of merit in the Design for School Excellence program, as well as a monitor of racial balance within school buildings. This was another step in the 1985-86 year's analysis regarding how best to proceed with these two measurement requirements. As a result of these efforts, the developed process for monitoring racial balance within school buildings (see Attachment 1) has been disseminated to school principals for implementation during the 1986-87 school year.
17. Information Centers	17a. Alternative information specialists worked out of Aiken and Withrow during the month of August. They talked with the parents of students rejected from alternatives and also talked with parents referred by the summer enrollment centers. 17b. In September a specialist worked at Roll Hill the first week of school to help welcome the new students and insure the smooth start of a new alternative program. A specialist also provided two days of assistance at Schiel to help fill the vacancies in enrollment. The principal of the Paideia program also requested assistance and a specialist was assigned there for two days.

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Component	Status as of September 15, 1986
18. Evaluation of Settlement Agreement Activities	18a. Attended a meeting of the Alternative Schools Committee regarding proposals for alternative programs. 18b. Attended a planning meeting on low achieving schools. 18c. Continued work on reports dealing with alternative programs, open enrollment, and low achieving schools.

Monitoring of Racial Balance Within School Buildings

Rationale

1. Cincinnati Public Schools Policy #5145.1 - Students: Integrated Education

   Quality integrated education is the highest goal of the Cincinnati Public Schools (CPS). While this purpose shall remain clear, devices used to achieve this goal may vary with time and circumstances. Whenever a relevant decision is to be made, the potential for achieving integration shall be assigned a high priority.

2. Settlement Agreement, page 13, section 7, Isolation Through Placement of Choice Within Buildings

   "The Parties recognize the importance of guarding against the racial isolation of students within school buildings. The CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by the CPS periodically to determine whether any modifications are necessary to assure their effectiveness."

3. As evidenced by the above current expectations, as well as other board policies and procedures (see nos. 6152, 6162, 6162.11) the CPS has committed itself to insuring that all school classes and activities reflect the racial composition of the school.

Background

In order to carry out this assignment and others related to goal 4.0, Improve Interracial/Intercultural Understanding, the committee has been meeting during the course of the year to determine what data needs to be collected, analyzed and fed back to schools, indicating the level of unbiased placement of students within each school building and the level required to comply.

To date, the following areas have been identified as critical categories for racial balance in the school building.

Categories for Monitoring Racial Balance Within School Buildings

Students

1. Achievement

To the extent that data can be made available through the Evaluation Branch and the extent to which information related to basic skill achievement (reading and math) can be disaggregated by sex and race, principals are expected to identify any serious discrepancy and take corrective action.

2. Suspension/Expulsion/Corporal Punishment

The meaning of these indicators is clear and each school is expected to identify discrepancies by disaggregating the data by race and sex and show efforts of proactive intervention where there is a discrepancy that exceeds the existing racial and gender make up of the school (see page 4 under sub-title Apply Racial Balance Formula for additional information).

3. Academic and Achievement Grouping

If your school is using any of the following four grouping patterns to assign students each group should be measured against the racial and gender make up of the school.

a. Remedial
b. Gifted
c. Instructional grouping
d. Homeroom

4. Class Groupings Within Courses

While number three is intended to address a pupil's assignment to various types of programs, this item is intended to deal with intra-program or course of study groupings. To the extent that a school offers the following general courses, the data should be disaggregated by race and gender with appropriate plans for dealing with any discrepancy based upon the racial and gender make up of the school.

a. Advanced placement
b. AA college prep
c. Academic
d. Business
e. Comprehensive or general

5. Within Classes

The two indicators in this category are intended to reflect upon intra-class seating and involvement. While seating patterns should not be regimented such as black/white or male/female per se, nor should they be allowed to reflect clear gender and racial groupings. This effort calls for some sensitivity and judgment and should occur as a natural product of other integrated activities in the school and the classroom. Student participation by group simply means that to the extent possible there should be a reasonable ethnic and gender mix in all activities. The latter should particularly be true if the staff person has actively promoted meaningful interracial/intercultural activity in the class.

a. Seating arrangements
b. Student participation by group

6. Student Leadership

This charge is designed to insure that groups of students by race or sex are not left out of the civic and social governance process of the school and classroom. Where evidence is found of a potential or actual discrepancy, proactive action should be taken to alleviate the situation.

a. Student government
b. Organizational leaders
c. Grade level and class leaders

7. Extracurricular Activities

This category is self explanatory and should be reviewed accordingly.

Staff

The following areas of staff involvement in the school should be monitored in order to insure that leadership and responsibility is shared equitable among the staff by race and gender. While items a. and b. are self explanatory, c. refers to a formal written procedure designed to allow any staff person to pursue perceived or real racial issues in a formal and positive manner.

a. Leadership responsibility
b. Committee assignments
c. Building procedure for dealing with race related issues

A principal may add a category or item to any of those listed if he/she finds that it represents conditions in their school that impact positive racial and gender relations. It should be further understood that the aforementioned items which reflect on equity must be addressed if in fact other attitudinal type activities are to be meaningful and substantive.

Monitoring Process

1. Long Range

A subcommittee is currently studying how to utilize a computer support system to collect, analyze and report on these data. However, it is projected that such a system will require an extended amount of time and cost to develop.

2. Short Range

During the interim, in order to comply with the commitments of the district, each school principal is expected to do the following:

a. Apply Racial Balance Formula

Using the formula which reflects the racial composition of the school (example: 60% black, 40% white), the principal will have each person in charge of any one or more of the ten categories (see page 2) score each in terms of balance or imbalance (For the purpose of reporting the schools′ status, 10% latitude of the schools′ actual student racial balance can be used.), plus justification of imbalance (see attached form). More specifically, if the school is 60% black, 40% white, balance means that within the building each existing category should reflect that racial composition.

Balance within courses relates to the placement of black and white students in sections of the course based upon their proportion in the total population of the course. This approach does not reduce the responsibility for improving the balance of black and white students electing each course.

b. Imbalance Follow Up

If the principal finds areas of imbalance, he/she is expected to determine that there is in fact justification or should initiate corrective action.

c. Report to Area Director

Once all categories have been reviewed, the principal shall submit the attached form to the area director by October 30. The principal need only to list on the form those categories that are found to be out of balance with the racial make up of the school.

The school plan, due in November, must reflect how any unjustified imbalance will be ameliorated during the school year (see attached form).

Each area director will report to the goal 4.0 coordinating committee any discrepancies.

Use of School Analysis Report

This information will:

1. help schools set goals for complying with the school district's commitment to quality integrated education; and
2. help the goal 4.0 coordinating committee see the gaps and, therefore, the need to:
   - a. modify or develop policies
   - b. make recommendations to schools
   - c. prepare districtwide status reports.

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Analysis of Racial Balance Within the School Building

Name of School

Racial Balance

Principal

Categories	No. of Groups	Imbalance	Justification for Imbalance*

*Justification reason that is totally beyond the control of the school.

Complete and return to area director by November 1.

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Principal's Process for Implementing Goal 4.0 as a Mandatory Indicator in Design for School Excellence

1. Board of Education Decision

In 1985 the board of education approved goal 4.0 Interracial/Intercultural Understanding as a mandatory indicator for merit beginning with the 1986-87 school year. The 1985-86 school year was spent determining how schools can best be evaluated under this indicator.

2. Evaluation Criteria

In May, 1986 the board of education reached consensus on the following criteria:

a. Continuation of student and staff SIS data
b. Individual school plans designed to insure racial equity and interracial understanding

3. School Implementation Expectations

a. Type of schools: For the purpose in insuring that each school is expected to respond to this indicator in accordance with its student racial enrollment, two categories have been identified: (1) racially balanced and (2) racially isolated. The definition of a racially isolated school is based upon the Bronson settlement identification, 90% or more of one race.

b. Required factors in racially balanced schools:

- Racial data monitoring for variables identified in attachment I, that reflect balance and/or equity within the school.

- Plans with measurable objectives that address attitudinal issues implicit in the SIS survey results.

- Acknowledgement that a school grievance procedure is in the hands of and understood by staff and students that allows an orderly redress of perceived or real racial issues.

c. Required and optional factors in racially isolated schools:

- Show evidence of having an exchange relationship with another racially isolated school of the opposite race that shows a minimum of four contacts a year.

- Same as above

- Same as above

- A racially isolated school can obtain automatic merit (for one year) in an ensuing school year following a year in which the school/community has produced, gotten approved and implemented a plan leading to the school being classified as racially balanced.

d. Timing and Expectations

What	When Completed
- School plan indicator packet sent or given to all principals	9/86
- Explanations regarding packets and changes in the SIS survey instruments during a regular or special meeting with principal	9/86
- In-service for principals, designed to enhance skills and creativity necessary to produce substantive plans	10/86
- Principals submit the school analysis of racial balance to area directors	11/86
- School plans produced and submitted to area directors	11/86
- Area director acknowledgement and approval of each school's plan	11/86
- Principal evaluation and certification of the results achieved by the plan	6/ 1/87
- Area director's evaluation of each school plan	6/15/87
- Area director's report to the administrator of DSE indicating schools that have satisfied this requirement	6/30/87

Summary Statement

A year of intensive review and analysis has cleatly surfaced the following salient points:

1. The need to establish a central information system that will (a) monitor the achievement of board policies, (b) provide better information for individual school planning and (c) respond to the dictates of the Bronson settlement as well as the district to be more accountable to the public.

2. Merit for successfully producing and implementing a school plan to improve interracial/intercultural understanding represents an interim step to insure proactive activities in this critical area. As the district develops the ability to centrally evaluate this indicator, the use of school developed plans will be altered accordingly.

3. The individual school plans are expected to minimally focus in the areas of (a) racial equity among staff and students, (b) initiatives to enlighten and/or educate the latter groups, (c) reflect effective building monitoring and grievance procedures and (d) establish objectives with measurable criteria.

4. The first year (1986-87) will be used to collect critical base line data that can be used to show improvement in the future. Consequently, the fact that the school takes steps to collect, report and certify the data requested in areas reflecting equity will be acceptable.

Department of Student Services
WH/rsd
Rev. 9/2/86

APPENDIX E

E-1

STUDENT TRANSFERS FROM ALTERNATIVE SCHOOLS

PREPARED BY:

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MS. BETTY ELSEY

DR. JACK LEWIS

SETTLEMENT INFORMATION SECTION

EVALUATION BRANCH

OCTOBER, 1987

CINCINNATI PUBLIC SCHOOLS

STUDENT TRANSFERS FROM ALTERNATIVE SCHOOLS

Introduction

Student mobility, or the transfer of students from one school to another, is a frequent topic of discussion among school administrators. The view one takes depends to a great extent on whether one is an alternative school principal or a neighborhood school principal. The latter most often take the view that many neighborhood students who enroll in alternative or open enrollment programs are returned to the neighborhood school prior to the end of the current school year, and that there is a deliberate attempt by alternative and open enrollment principals to return trouble-makers or less intelligent students prior to the administration of the California Achievement Test in April. The principals in alternative or open enrollment schools in turn say they have no control over parents who decide to remove their child and return to the neighborhood school. They often cite distance, early bus schedules, and length of bus rides as reasons for such a decision.

This study attempted to shed some light on the reasons why parents chose to take their children out of schools where they had been accepted for a special program. The data in this report were collected between October 13, 1986 and April 20, 1987. The beginning date represented a time when alternative school memberships should have stabilized, and the ending date coincided with the achievement testing. Parents of students who left alternative or open enrollment programs between the above dates were identified and were questioned about these transfers through a telephone survey. Alternative Program information specialists from the Evaluation Branch called the homes of identified transfer students after receiving training on how to administer the survey questionnaire. They were able to reach the parents of 200 transfer students. Survey findings are described on the following pages.

Survey Results

According to computerized student records, a total of 685 students transferred out of an alternative or open enrollment school between the study cut-off dates of October 13, 1986 and April 20, 1987. Parents of 200 of these students were contacted by telephone and were asked to respond to the prepared questionnaire. A brief description of the population of transfer students and a summary of responses by parents are presented below.

Description of Transfer Students

Of the total pool of 685 transfer students, 65% were black and 56% were male. Based on their grade level, this group of students represented a good cross-section of all students in alternative programs as 70% were in grades K-6, 13% in grades 7-8, and 17% in grades 9-12. These percentages are good approximations of the percentages by grade level category in the total alternative program population.

These transfer students also come from a wide range of achievement levels based upon their April, 1987 reading scores on the California Achievement Test. For this group of students 17% scored below average (stanines 1-3) in reading achievement, 69% had scores within the average range (stanines 4-6), and 14% scored above average (stanines 7-9). These percentages compare reasonably well with the status for all students in alternative programs--9% below average, 62% average, and 29% above average in reading achievement.

Reasons for Student Transfers

Three questions were asked of parents to determine the primary reasons for their child's transfer out of an alternative or open enrollment school. The first question simply asked parents to state the main reason for their child's transfer. Responses are summarized in Table 1.

Table 1. Summary of Main Reasons for Student Transfers as Cited by Parents, 1986-87.

Reason Cited	Number of Parents	Percentage of All Parents
Family moved	48	24.0%
Personal reasons	29	14.5
Achievement problems	28	14.0
Transportation problems	25	12.5
Problems with teachers	25	12.5
Problems with students	17	8.5
Problems with program	17	8.5
Poor student attendance	6	3.0
Problems with administration	5	2.5
TOTALS	200	100%

A list of possible reasons for student transfers was then read to parents, and parents were asked to rate the importance of each reason as it related to their child. A summary of these ratings is presented in Table 2.

Table 2. Summary of Parent Ratings on Importance of Possible Reasons for Student Transfers, 1986-87.

	Percentage of Responses by Rating Category		
Possible Reason	Very Important	Somewhat Important	Not Important
Poor grades	24.6%	14.4%	56.8%
Transportation problems	19.5	9.3	68.7
Problems with students at the school	14.4	15.3	66.1
Student was suspended	12.7	5.1	77.1
Problems with teachers at the school	11.0	15.3	70.3
School subjects too hard	6.8	11.0	78.8
Family moved	5.1	7.6	83.9
School rules too strict	5.1	7.6	83.9
Didn't like the school	5.1	7.6	83.9
Problems with the principal	5.1	2.5	89.0

The third question for parents concerning their child's transfer was placed at the end of the questionnaire. It asked parents bluntly whether they or their child had been asked by school staff members to transfer to a different school. A total of 16% of the parents answered this question affirmatively.

Conclusions

Based upon the data and information generated by this study, the following conclusions seem warranted.

a. Approximately 4% of all students in alternative programs during the 1986-87 school year transferred to a different school during the six-month time period assessed in this study.

b. A majority of these transfer students had average achievement scores in reading, and the number of transfer students with above average scores was nearly as high as the number with below average scores.

c. A variety of reasons were given by parents as the reasons for these student transfers, and approximately one student out of six was encouraged to transfer by a school staff member.

EB/10/87

APPENDIX F

F-1

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 13, 1986.

No. of Students Transferring	To Receiving School	From District School	Grade						Race	
			7	8	9	10	11	12	B	W
1	Aiken	Dater			1					1
1	Aiken	Roberts			1					1
9	Aiken	Western Hills			2	2		5		9
11	TOTAL (Aiken)	1986-87			4	2		5		11
4	TOTAL (Aiken)	1985-86			1		3			4
9	Dater	Aiken			9				9	
68	Dater	Bloom	37	31					68	
14	Dater	Crest Hills	9	5					14	
11	Dater	Gamble	1	10					11	
10	Dater	Hughes			10				10	
43	Dater	Merry	24	19					43	
7	Dater	Peoples	4	3					7	
8	Dater	Porter	1	7					8	
11	Dater	Sawyer	1	5	5				11	
27	Dater	Schwab	12	15					27	
24	Dater	Taft			24				24	
1	Dater	Withrow			1				1	
2	Dater	Woodward			2				2	
235	TOTAL (Dater)	1986-87	89	95	51				235	
194	TOTAL (Dater)	1985-86	82	69	43				194	
2	Gamble	C. Fairmount *2							1	1
1	Gamble	Cheviot *1								1
1	Gamble	Merry	1						1	
2	Gamble	N. Fairmount *2							1	1
1	Gamble	Quebec H. *1								1
2	Gamble	Roberts		2						2
8	Gamble	Roll Hill *8							8	
17	TOTAL (Gamble)	1986-87 *14	1	2					11	6
2	TOTAL (Gamble)	1985-86	1	1					1	1
3	Porter	Bloom	3						3	
1	Porter	Schwab	1						1	
1	Porter	Merry		1					1	
5	TOTAL (Porter)	1986-87	4	1					5	
3	TOTAL (Porter)	1985-86	2	1						3

*6th Grade Students at Gamble

F-2

No. of Students Transferring	To Receiving School	From District School	Grade						Race	
			7	8	9	10	11	12	B	W
1	Roberts	Aiken			1				1	
20	Roberts	Bloom	7	11	2				20	
2	Roberts	Crest Hills	1	1					2	
1	Roberts	Gamble		1					1	
7	Roberts	Hughes			7				7	
10	Roberts	Merry	3	7					10	
1	Roberts	Porter		1					1	
1	Roberts	Schwab		1					1	
3	Roberts	Taft			3				3	
1	Roberts	Western Hills			1				1	
1	Roberts	Woodward			1				1	
48	TOTAL (Roberts)	1986-87	11	22	15				48	
71	TOTAL (Roberts)	1985-86	30	20	21				71	
1	TOTAL (Shroder)	1985-86			1					1
1	TOTAL (Taft)	1985-86					1			1
52	Western Hills	Aiken			15	16	18	3	52	
84	Western Hills	Hughes			21	28	18	17	84	
66	Western Hills	Taft			8	30	18	10	66	
30	Western Hills	Withrow			6	7	11	6	30	
86	Western Hills	Woodward			19	31	23	13	86	
318	TOTAL (Western Hills)	1986-87			69	112	88	49	318	
288	TOTAL (Western Hills)	1985-86			74	72	67	75	288	
1	Withrow	Western Hills					1			1
1	TOTAL (Withrow)	1986-87					1			1
1	TOTAL (Withrow)	1985-86						1		1
635	GRAND TOTAL	1986-87 *14	105	120	139	114	89	54	617	11
565	GRAND TOTAL	1985-86	115	91	140	72	71	76	554	11

*6th Grade Students at Gamble

F-3

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report summarizes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 13, 1986.

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
2	TOTAL (Anderson Place)	1985-86					2				2
1	Carson	Bond Hill							1	1	
2	Carson	North Fairmount					1	1		2	
2	Carson	Taft					1		1	2	
1	Carson	Windsor						1		1	
6	TOTAL (Carson)	1986-87					2	2	2	6	
8	TOTAL (Carson)	1985-86		2	3	1	1	1		8	
1	C. Fairmount	Burton						1		1	
2	C. Fairmount	Chase							2	2	
1	C. Fairmount	Hays						1		1	
2	C. Fairmount	Hoffman			1			1		2	
2	C. Fairmount	Millvale			1	1				2	
2	C. Fairmount	North Fairmount		1		1				2	
1	C. Fairmount	Rockdale						1		1	
5	C. Fairmount	Roll Hill			2		1	2		5	
3	C. Fairmount	Roosevelt	1		1		1			3	
1	C. Fairmount	Rothenbereg							1	1	
1	C. Fairmount	Taft			1					1	
1	C. Fairmount	Vine						1		1	
3	C. Fairmount	Winton Place			2	1				3	
25	TOTAL (C. Fairmount)	1986-87	1	1	8	3	2	7	3	25	
13	TOTAL (C. Fairmount)	1985-86		4	3	2	2	1	1	13	
1	Cheviot	Burton							1	1	
4	Cheviot	Chase						3	1	4	
3	Cheviot	Heberle					1	1	1	3	
9	Cheviot	North Fairmount				1	2	3	3	9	
2	Cheviot	Pleasant Hill					1		1	2	
8	Cheviot	Roll Hill					1	5	2	8	
5	Cheviot	Roosevelt					2	3		5	
1	Cheviot	Roselawn/Condon					1			1	
1	Cheviot	Taft					1			1	
1	Cheviot	Washington Park							1	1	
35	TOTAL (Cheviot)	1986-87				1	9	15	10	35	
35	TOTAL (Cheviot)	1985-86			1	8	12	8	6	35	
3	Covedale	Anderson Place					2	1		3	
3	Covedale	Burton			1		1		1	3	
5	Covedale	Chase					3	2		5	
2	Covedale	Heberle		1					1	2	
1	Covedale	Hoffman							1	1	
1	Covedale	Millvale		1						1	
1	Covedale	North Avondale						1		1	
10	Covedale	North Fairmount		2	1	1		2	4	10	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
3	Covedale	Pleasant Hill	1		1	1				3	
3	Covedale	Rockdale	1	2						3	
13	Covedale	Roll Hill		2	1	3	3		4	13	
6	Covedale	Roosevelt					2	1	3	6	
3	Covedale	Rothenberg			1		1	1		3	
2	Covedale	Taft			1		1			2	
1	Covedale	Vine			1					1	
4	Covedale	Washington Park		1	1		1	1		4	
5	Covedale	Windsor				1		3	1	5	
1	Covedale	Winton Place		1						1	
67	TOTAL (Covedale)	1986-87	2	10	8	6	14	12	15	67	
38	TOTAL (Covedale)	1985-86	2	2	3	10	7	10	4	38	
2	Hartwell	Bond Hill				1			1	2	
3	Hartwell	Burton			1		1		1	3	
16	Hartwell	Chase					9	3	4	16	
1	Hartwell	Hays						1		1	
2	Hartwell	Hoffman					1		1	2	
2	Hartwell	Losantiville			2					2	
4	Hartwell	North Fairmount			2		2			4	
1	Hartwell	Pleasant Hill					1			1	
2	Hartwell	Pleasant Ridge		1		1				2	
3	Hartwell	Rockdale			1			2		3	
1	Hartwell	Roll Hill				1				1	
2	Hartwell	South Avondale					2			2	
4	Hartwell	Swifton		2	1			1		4	
4	Hartwell	Taft				2	2			4	
16	Hartwell	Winton Place	1	4	8	3				16	
63	TOTAL (Hartwell)	1986-87	1	7	15	8	18	7	7	63	
69	TOTAL (Hartwell)	1985-86	4	16	8	17	11	9	4	69	
6	Hyde Park	Anderson Place	2		1		2		1	1	5
1	Hyde Park	Bond Hill				1				1	
1	Hyde Park	Bramble					1			1	
1	Hyde Park	Chase					1			1	
6	Hyde Park	Hoffman		1	1		1	2	1	6	
11	Hyde Park	Kilgour	1	2	1	3	2		2	3	8
1	Hyde Park	McKinley		1							1
6	Hyde Park	Rockdale				1		2	3	6	
1	Hyde Park	Silverton							1	1	
1	Hyde Park	Taft			1					1	
1	Hyde Park	Vine							1	1	
1	Hyde Park	Windsor				1				1	
1	Hyde Park	Winton Place				1				1	
38	TOTAL (Hyde Park)	1986-87	3	4	4	7	7	4	9	24	14
48	TOTAL (Hyde Park)	1985-86	5	3	8	7	4	10	11	38	10

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
10	Kilgour	Anderson Place	2	2		1		4	1	10	
2	Kilgour	Bond Hill							2	2	
7	Kilgour	Bramble	3	1	2			1		7	
1	Kilgour	Burton							1	1	
1	Kilgour	Chase						1		1	
1	Kilgour	Hays				1				1	
1	Kilgour	Heberle						1		1	
11	Kilgour	Hoffman		4	1	1	1	1	3	11	
1	Kilgour	Losantiville							1	1	
1	Kilgour	North Avondale							1	1	
10	Kilgour	Parham		1	1	1	1	5	1	10	
3	Kilgour	Pleasant Ridge	1				1	1		3	
5	Kilgour	Rockdale		1			1	2	1	5	
4	Kilgour	Silverton					1	1	2	4	
3	Kilgour	South Avondale	1					2		3	
4	Kilgour	Swifton	1		1	1	1			4	
3	Kilgour	Taft		2					1	3	
1	Kilgour	Vine	1							1	
1	Kilgour	Washburn					1			1	
1	Kilgour	Woodford		1						1	
71	TOTAL (Kilgour)	1986-87	9	12	5	5	7	19	14	71	
59	TOTAL (Kilgour)	1985-86	9	2	8	6	14	9	11	59	
2	Kirby Road	Burton		2						2	
2	Kirby Road	Millvale		1	1					2	
1	Kirby Road	Pleasant Hill	1							1	
5	Kirby Road	Roll Hill		2	3					5	
1	Kirby Road	Roosevelt	1							1	
2	Kirby Road	South Avondale		1	1					2	
6	Kirby Road	Winton Place		4	2					6	
19	TOTAL (Kirby Road)	1986-87	2	10	7					19	
19	TOTAL (Kirby Road)	1985-86	3	3	4	9				19	
4	Losantiville	Bond Hill		1				1	2	4	
3	Losantiville	Carthage				1	1		1		3
5	Losantiville	Pleasant Ridge		1			1	1	2	4	1
1	Losantiville	Rockdale							1	1	
3	Losantiville	Roselawn			1		1	1		3	
1	Losantiville	Silverton							1	1	
3	Losantiville	South Avondale		2					1	3	
1	Losantiville	Swifton						1		1	
1	Losantiville	Washington Park					1			1	
1	Losantiville	Woodford				1				1	
23	TOTAL (Losantiville)	1986-87		4	1	2	4	4	8	19	4
37	TOTAL (Losantiville)	1985-86	3	5	2	7	4	9	7	30	7
3	TOTAL (McKinley)	1985-86	1		1		1			3	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
1	Midway	Chase						1		1	
5	Midway	Hays		1	1		1	1	1	5	
1	Midway	Hoffman					1			1	
3	Midway	Millvale		1		2				3	
5	Midway	North Fairmount		1	1	1	1		1	5	
1	Midway	Rockdale					1			1	
9	Midway	Roll Hill		2	2	1	2	1	1	9	
1	Midway	Washington Park						1		1	
1	Midway	Windsor		1						1	
27	TOTAL (Midway)	1986-87		6	4	4	6	4	3	27	
9	TOTAL (Midway)	1985-86		1	1	1	2	3	1	9	
1	Mt. Airy	Bond Hill							1	1	
3	Mt. Airy	Chase					2	1		3	
2	Mt. Airy	Clifton			1				1	2	
2	Mt. Airy	Hays			1			1		2	
1	Mt. Airy	Millvale				1				1	
1	Mt. Airy	Parham						1		1	
2	Mt. Airy	Pleasant Hill		1	1					2	
1	Mt. Airy	Rockdale			1					1	
5	Mt. Airy	Roll Hill			2	1		1	1	5	
1	Mt. Airy	Swifton					1			1	
1	Mt. Airy	Windsor							1	1	
1	Mt. Airy	Winton Place			1					1	
21	TOTAL (Mt. Airy)	1986-87		1	7	2	3	4	4	21	
15	TOTAL (Mt. Airy)	1985-86		1	3	1	2	2	6	15	
1	Mt. Washington	Anderson Place						1		1	
2	Mt. Washington	Bond Hill						1	1	2	
3	Mt. Washington	Bramble					1		2	3	
2	Mt. Washington	Burton				1	1			2	
2	Mt. Washington	Hays					1		1	2	
5	Mt. Washington	Hoffman				1	3		1	5	
2	Mt. Washington	Hyde Park		1	1					2	
1	Mt. Washington	Kilgour			1					1	
1	Mt. Washington	Kirby Road			1					1	
1	Mt. Washington	Millvale				1				1	
1	Mt. Washington	Mt. Airy						1		1	
2	Mt. Washington	North Fairmount			2					2	
1	Mt. Washington	Parham							1	1	
3	Mt. Washington	Pleasant Ridge			2	1				3	
3	Mt. Washington	Rockdale			1	1			1	3	
1	Mt. Washington	Roll Hill				1				1	
2	Mt. Washington	Roosevelt					2			2	
2	Mt. Washington	Rothenberg		1		1				2	
3	Mt. Washington	South Avondale			3					3	
2	Mt. Washington	Swifton		1	1					2	
4	Mt. Washington	Vine			1	1	1	1		4	
1	Mt. Washington	Washington Park					1			1	
1	Mt. Washington	Windsor			1					1	
6	Mt. Washington	Winton Place			4	2				6	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
52	TOTAL (Mt. Washington)	1986-87		3	18	10	10	4	7	52	
36	TOTAL (Mt. Washington)	1985-86		14	4	5	4	7	2	36	
3	North Fairmount	C. Fairmount	2					1			3
3	TOTAL (North Fairmount)	1986-87	2					1			3
2	TOTAL (North Fairmount)	1985-86		1			1				2
1	Oyler	Chase						1		1	
1	Oyler	Heberle				1				1	
2	TOTAL (Oyler)	1986-87				1		1		2	
2	TOTAL (Oyler)	1985-86			1			1		2	
1	Pleasant Hill	Kirby Road			1						1
1	Pleasant Hill	Mt. Airy	1								1
2	TOTAL (Pleasant Hill)	1986-87	1		1						2
2	Pleasant Ridge	Anderson Place			1				1		2
1	Pleasant Ridge	Silverton						1		1	
3	TOTAL (Pleasant Ridge)	1986-87			1			1	1	1	2
1	TOTAL (Pleasant Ridge)	1985-86					1			1	
3	Quebec Heights	Burton				2		1		3	
2	Quebec Heights	Chase						1	1	2	
3	Quebec Heights	Millvale			2	1				3	
3	Quebec Heights	North Fairmount			1		1	1		3	
1	Quebec Heights	Parham				1				1	
1	Quebec Heights	Rockdale				1				1	
2	Quebec Heights	Roosevelt						1	1	2	
3	Quebec Heights	Rothenberg			1	1			1	3	
1	Quebec Heights	South Avondale					1			1	
3	Quebec Heights	Vine			1	1		1		3	
3	Quebec Heights	Washburn		1		1	1			3	
1	Quebec Heights	Winton Place			1					1	
26	TOTAL (Quebec Heights)	1986-87		1	6	8	3	5	3	26	
28	TOTAL (Quebec Heights)	1985-86		4	6	3	7	5	3	28	
1	Roosevelt	Heberle						1		1	
1	Roosevelt	Hoffman			1					1	
1	Roosevelt	Millvale			1					1	
3	TOTAL (Roosevelt)	1986-87			2			1		3	
13	TOTAL (Roosevelt)	1985-86	1	5	3	1	2		1	13	

No. of Students Transferring	To Receiving School	From District School	Grade							Race	
			K	1	2	3	4	5	6	B	W
1	Roselawn/Condon	Hartwell							1		1
1	TOTAL (Roselawn/Condon)	1986-87							1		1
1	TOTAL (Roselawn/Condon)	1985-86							1*	1	
3	TOTAL (Sayler Park)	1985-86		1		1		1		3	
1	Westwood	Burton		1						1	
1	Westwood	Chase					1			1	
4	Westwood	Hays					2	2		4	
7	Westwood	Heberle		3	2	1	1			7	
1	Westwood	Hoffman				1				1	
3	Westwood	Millvale	1	2						3	
29	Westwood	North Fairmount	3	5	7	3	6	5		29	
2	Westwood	Rockdale				1	1			2	
18	Westwood	Roll Hill		4	4	2	3	5		18	
1	Westwood	Roosevelt	1							1	
2	Westwood	Rothenberg			1		1			2	
1	Westwood	Taft					1			1	
3	Westwood	Vine				2		1		3	
1	Westwood	Washington Park		1						1	
1	Westwood	Winton Place			1					1	
75	TOTAL (Westwood)	1986-87	5	16	15	10	16	13		75	
67	TOTAL (Westwood)	1985-86	2	3	8	15	19	11	9	67	
1	Whittier	Chase					1			1	
1	Whittier	Rothenberg							1	1	
3	Whittier	Vine			1				2	3	
5	TOTAL (Whittier)	1986-87			1		1		3	5	
4	TOTAL (Whittier)	1985-86		1		1		1	1	4	
567	GRAND TOTAL	1986-87	26	75	103	67	102	104	90	541	26
512	GRAND TOTAL	1985-86	30	68	67	95	96	88	68	491	21

*Includes 7th/8th grade at Roselawn/Condon

F-9

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 21, 1987.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Aiken	Dater				1				1
5	Aiken	Western Hills			1	3	1			5
6	AIKEN TOTAL 1987-88		0	0	1	4	1	0	0	6
11	AIKEN TOTAL 1986-87				4	2		5		11
1	Dater	Aiken			1				1	
72	Dater	Bloom	26	33	13				72	
30	Dater	Crest Hills	16	12	2				30	
8	Dater	Gamble		1	7				8	
1	Dater	Hughes			1				1	
52	Dater	Merry	25	20	7				52	
11	Dater	Peoples	3	5	3				11	
24	Dater	Porter	14	5	5				24	
3	Dater	Sawyer		1	2				3	
39	Dater	Schwab	17	14	8				39	
241	DATER TOTAL 1987-88		101	91	49	0	0	0	241	0
235	DATER TOTAL 1986-87		89	95	51				235	
2	Gamble	Bloom	1	1					2	
1	Gamble	Central Fairmt.	1						1	
1	Gamble	Cheviot	1							1
1	Gamble	Crest Hills	1						1	
7	Gamble	Merry	4	3					7	
1	Gamble	North Fairmount	1						1	
1	Gamble	Peoples		1					1	
1	Gamble	Quebec Heights	1							1
6	Gamble	Roll Hill	5	1					6	
2	Gamble	Schwab	2						2	
23	GAMBLE TOTAL 1987-88		17	6	0	0	0	0	21	2
17	GAMBLE TOTAL 1986-87	*14	1	2					11	6
1	Hughes	Western Hills					1			1
1	HUGHES TOTAL 1987-88		0	0	0	0	1	0	0	1

*6TH Grade Students at Gamble

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Porter	Bloom		1					1	
1	Porter	Dater		1						1
1	Porter	Schwab	1						1	
3	PORTER TOTAL 1987-88		1	2	0	0	0	0	2	1
5	PORTER TOTAL 1986-87		4	1					5	
15	Roberts	Bloom	3	7	5				15	
1	Roberts	Crest Hills		1					1	
1	Roberts	Hughes			1				1	
6	Roberts	Merry	1	3	2				6	
2	Roberts	Porter	1		1				2	
2	Roberts	Schwab		1	1				2	
27	ROBERTS TOTAL 1987-88		5	12	10	0	0	0	27	0
48	ROBERTS TOTAL 1986-87		11	22	15				48	
69	Western Hills	Aiken			22	13	18	16	69	
95	Western Hills	Hughes			35	25	22	13	95	
77	Western Hills	Taft High			16	20	28	13	77	
30	Western Hills	Withrow			9	5	7	9	30	
99	Western Hills	Woodward			26	19	34	20	99	
370	WESTERN HILLS TOTAL 1987-88		0	0	108	82	109	71	370	0
318	WESTERN HILLS TOTAL 1986-87				69	112	88	49	318	
1	Withrow	Western Hills						1		1
1	WITHROW TOTAL 1987-88		0	0	0	0	0	1	0	1
1	WITHROW TOTAL 1986-87						1			1
672	**GRAND TOTAL 1987-88**		**124**	**111**	**168**	**86**	**111**	**72**	**661**	**11**
635	GRAND TOTAL 1986-87	*14	105	120	139	114	89	54	617	18

*6th Grade Students at Gamble

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 21, 1987.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Carson	Heberle							1	1	
2	Carson	Rothenberg				1	1			2	
1	Carson	Windsor							1	1	
4	CARSON TOTAL	1987-88	0	0	0	1	1	0	2	4	0
6	CARSON TOTAL	1986-87					2	2	2	6	
4	C. Fairmount	Hays		1				1	2	4	
2	C. Fairmount	Hoffman				1			1	2	
4	C. Fairmount	Millvale		1		2	1			4	
4	C. Fairmount	North Fairmount		2			1		1	4	
3	C. Fairmount	Roll Hill				1			2	3	
4	C. Fairmount	Roosevelt			2		1	1		4	
2	C. Fairmount	Vine						1	1	2	
2	C. Fairmount	Washburn					1	1		2	
2	C. Fairmount	Winton Place	1			1				2	
27	C. FAIRMOUNT	TOTAL 1987-88	1	4	2	5	4	4	7	27	0
25	C. FAIRMOUNT	TOTAL 1986-87	1	1	8	3	2	7	3	25	
4	Cheviot	Chase							4	4	
2	Cheviot	Heberle						1	1	2	
5	Cheviot	North Fairmount						2	3	5	
1	Cheviot	Parham						1		1	
1	Cheviot	Pleasant Hill						1		1	
6	Cheviot	Roll Hill						1	5	6	
5	Cheviot	Roosevelt						2	3	5	
1	Cheviot	Roselawn/Condon						1		1	
1	Cheviot	Taft Elem.						1		1	
1	Cheviot	Washburn						1		1	
27	CHEVIOT TOTAL	1987-88	0	0	0	0	0	11	16	27	0
35	CHEVIOT TOTAL	1986-87				1	9	15	10	35	
2	Covedale	Anderson Place						1	1	2	
4	Covedale	Burton		2	1	1				4	
4	Covedale	Chase						2	2	4	
1	Covedale	Hays					1			1	
2	Covedale	Millvale		1		1				2	
1	Covedale	North Avondale							1	1	
6	Covedale	North Fairmount		2	2	1			1	6	
2	Covedale	Pleasant Hill		1		1				2	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
5	Covedale	Rockdale		2	1		1	1		5	
4	Covedale	Roll Hill			1		2	1		4	
2	Covedale	Roosevelt					1		1	2	
7	Covedale	Rothenberg		1		1	1	3	1	7	
1	Covedale	So. Avondale					1			1	
3	Covedale	Taft Elem.		1		1	1			3	
2	Covedale	Vine				2				2	
6	Covedale	Washburn			2	1	1	2		6	
4	Covedale	Washington Pk			1	1		1	1	4	
3	Covedale	Windsor			1		1		1	3	
4	Covedale	Winton Place			3	1				4	
63	COVEDALE TOTAL 1987-88		0	10	12	11	10	11	9	63	0
67	COVEDALE TOTAL 1986-87		2	10	8	6	14	12	15	67	
3	Hartwell	Bond Hill					1	2		3	
2	Hartwell	Burton	1		1					2	
12	Hartwell	Chase					1	8	3	12	
2	Hartwell	Hays				1			1	2	
1	Hartwell	Heberle		1						1	
2	Hartwell	Losantiville			1	1				2	
5	Hartwell	North Fairmount		2		2		1		5	
1	Hartwell	Pleasant Hill						1		1	
2	Hartwell	Pleasant Ridge			1		1			2	
3	Hartwell	Rockdale							3	3	
6	Hartwell	Rothenberg				1	2	3		6	
4	Hartwell	South Avondale		2	1			1		4	
5	Hartwell	Swifton			2	2			1	5	
2	Hartwell	Taft Elem.					1	1		2	
1	Hartwell	Washburn						1		1	
21	Hartwell	Winton Place	1	4	6	7	3			21	
72	HARTWELL TOTAL 1987-88		2	9	12	14	9	18	8	72	
63	HARTWELL TOTAL 1986-87		1	7	15	8	18	7	7	63	
1	Hyde Park	Anderson Place		1							1
1	Hyde Park	Bramble						1		1	
2	Hyde Park	Burton			2					2	
6	Hyde Park	Hoffman	1		1	1		1	2	6	
9	Hyde Park	Kilgour	1	1	1	1	3	2		2	7
1	Hyde Park	McKinley			1						1
1	Hyde Park	Millvale		1						1	
1	Hyde Park	Pleasant Ridge	1							1	
5	Hyde Park	Rockdale		1			2		2	5	
1	Hyde Park	Silverton		1						1	
2	Hyde Park	South Avondale		1	1					2	
1	Hyde Park	Taft Elem.				1				1	
1	Hyde Park	Windsor					1			1	
2	Hyde Park	Winton Place			1		1			2	
34	HYDE PARK TOTAL 1987-88		3	6	7	3	7	4	4	25	9

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
38	HYDE PARK TOTAL 1986-87		3	4	4	7	7	4	9	24	14
10	Kilgour	Anderson Place	1	2	2		1		4	10	
9	Kilgour	Bramble	1	4	1	2			1	9	
3	Kilgour	Burton			1		2			3	
1	Kilgour	Chase							1	1	
1	Kilgour	Hays					1			1	
1	Kilgour	Heberle							1	1	
12	Kilgour	Hoffman	2	1	3	1	2	2	1	12	
1	Kilgour	North Fairmount							1	1	
11	Kilgour	Parham	1		1	1	1	2	5	11	
1	Kilgour	Pleasant Hill					1			1	
4	Kilgour	Pleasant Ridge	1	1			1	1		4	
3	Kilgour	Rockdale			1				2	3	
3	Kilgour	Silverton					1	1	1	3	
4	Kilgour	South Avondale	1					1	2	4	
4	Kilgour	Swifton		1		1	1	1		4	
2	Kilgour	Taft Elem.		1	1					2	
1	Kilgour	Vine		1						1	
1	Kilgour	Washburn						1		1	
1	Kilgour	Windsor					1			1	
1	Kilgour	Woodford			1					1	
74	KILGOUR TOTAL 1987-88		7	11	11	5	12	9	19	74	0
71	KILGOUR TOTAL 1986-87		9	12	5	5	7	19	14	71	
2	Kirby Road	Burton			2					2	
2	Kirby Road	Millvale		1	1					2	
2	Kirby Road	North Fairmount			2					2	
1	Kirby Road	Pleasant Hill		1						1	
1	Kirby Road	Roll Hill			1					1	
3	Kirby Road	South Avondale		1	2					3	
1	Kirby Road	Taft Elem.		1						1	
1	Kirby Road	Washington Park		1						1	
5	Kirby Road	Winton Place	1		4					5	
18	KIRBY ROAD TOTAL 1987-88		1	5	12	0	0	0	0	18	0
19	KIRBY ROAD TOTAL 1986-87		2	10	7					19	
2	Losantiville	Bond Hill		1					1	2	
2	Losantiville	Carthage					1	1			2
2	Losantiville	Hartwell		1		1					2
3	Losantiville	Pleasant Ridge			1			1	1	2	1
3	Losantiville	Roselawn/Condon				1		1	1	3	
2	Losantiville	South Avondale			2					2	
1	Losantiville	Swifton							1	1	
1	Losantiville	Washington Park						1		1	
1	Losantiville	Woodford					1			1	
17	LOSANTIVILLE TOTAL 1987-88		0	2	3	2	2	4	4	12	5

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
23	LOSANTIVILLE TOTAL 1986-87			4	1	2	4	4	8	19	4
1	Midway	Chase							1	1	
5	Midway	Hays		1	3		1			5	
1	Midway	Heberle		1						1	
5	Midway	Millvale			2	1	2			5	
3	Midway	North Fairmount		1		1		1		3	
1	Midway	Rockdale				1				1	
7	Midway	Roll Hill			2	2	2		1	7	
1	Midway	Rothenberg		1						1	
2	Midway	South Avondale				1	1			2	
3	Midway	Vine		1	1	1				3	
1	Midway	Washington Park		1						1	
1	Midway	Windsor			1					1	
2	Midway	Winton Place				2				2	
33	MIDWAY TOTAL 1987-88		0	6	9	9	6	1	2	33	0
27	MIDWAY TOTAL 1986-87			6	4	4	6	4	3	27	
2	Mt. Airy	Hays				1			1	2	
1	Mt. Airy	Millvale					1			1	
1	Mt. Airy	Parham							1	1	
1	Mt. Airy	Pleasant Hill			1					1	
1	Mt. Airy	Rockdale				1				1	
3	Mt. Airy	Roll Hill				2			1	3	
1	Mt. Airy	Winton Place				1				1	
10	MT AIRY TOTAL 1987-88		0	0	1	5	1	0	3	10	0
21	MT AIRY TOTAL 1986-87			1	7	2	3	4	4	21	
4	Mt Washington	Bond Hill						3	1	4	
1	Mt Washington	Burton						1		1	
1	Mt Washington	Hays						1		1	
7	Mt Washington	Hoffman			1		2	3	1	7	
2	Mt Washington	Hyde Park			1	1				2	
1	Mt Washington	Kilgour				1				1	
1	Mt Washington	Kirby Road				1				1	
1	Mt Washington	Millvale					1			1	
1	Mt Washington	Mt. Airy							1	1	
1	Mt Washington	North Fairmount				1				1	
3	Mt Washington	Pleasant Ridge				2	1			3	
3	Mt Washington	Rockdale		1			2			3	
1	Mt Washington	Roll Hill					1			1	
2	Mt Washington	Roosevelt						2		2	
5	Mt Washington	South Avondale		1		3	1			5	
2	Mt Washington	Vine					1		1	2	
6	Mt Washington	Winton Place				4	2			6	
42	MT WASHINGTON TOTAL 1987-88		0	2	2	13	11	10	4	42	0

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
52	MT WASHINGTON TOTAL 1986-87			3	18	10	10	4	7	52	
1	No. Fairmt.	Central Fairmt.		1							1
1	NORTH FAIRMOUNT TOTAL 1987-88		0	1	0	0	0	0	0	0	1
3	NORTH FAIRMOUNT TOTAL 1986-87		2					1			3
1	Oyler	Anderson Place	1							1	
3	Oyler	Bond Hill	2						1	3	
1	Oyler	Chase							1	1	
8	Oyler	Hays	6	1			1			8	
1	Oyler	Heberle					1			1	
2	Oyler	Hoffman	1						1	2	
1	Oyler	Millvale	1							1	
1	Oyler	North Fairmount	1							1	
2	Oyler	Parham		1	1					2	
1	Oyler	Roosevelt					1			1	
1	Oyler	Rothenberg			1					1	
1	Oyler	Vine					1			1	
18	Oyler	Washburn	8	4	1	4		1		18	
3	Oyler	Winton Place	2	1						3	
44	OYLER TOTAL 1987-88		22	7	3	4	4	1	3	44	0
2	OYLER TOTAL 1986-87					1		1		2	
2	PLEASANT HILL TOTAL 1986-87		1		1						2
1	Pl. Ridge	Silverton							1	1	
1	PLEASANT RIDGE TOTAL 1987-88		0	0	0	0	0	0	1	1	0
3	PLEASANT RIDGE TOTAL 1986-87				1			1	1	1	2
1	Quebec Hts.	Burton							1	1	
1	Quebec Hts.	Heberle					1			1	
3	Quebec Hts.	Millvale				2	1			3	
4	Quebec Hts.	North Fairmount		1		1		1	1	4	
1	Quebec Hts.	Parham					1			1	
1	Quebec Hts.	Roosevelt							1	1	
2	Quebec Hts.	Rothenberg				1	1			2	
1	Quebec Hts.	South Avondale						1		1	
2	Quebec Hts.	Vine					1		1	2	
3	Quebec Hts.	Winton Place		1	1	1				3	
19	QUEBEC HEIGHTS TOTAL 1987-88		0	2	1	5	5	2	4	19	0
26	QUEBEC HEIGHTS TOTAL 1986-87			1	6	8	3	5	3	26	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Roosevelt	Chase							1	1	
1	Roosevelt	Heberle							1	1	
1	Roosevelt	Hoffman				1				1	
1	Roosevelt	Millvale				1				1	
4	ROOSEVELT TOTAL 1987-88		0	0	0	2	0	0	2	4	0
3	ROOSEVELT TOTAL 1986-87				2			1		3	
1	Roselawn	Central Fairmt.				1					1
2	Roselawn	Hartwell *1			1						2
1	Roselawn	Kilgour						1			1
2	Roselawn	Woodford			1	1					2
6	ROSELAWN TOTAL 1987-88 *1		0	0	2	2	0	1	0	0	6
1	ROSELAWN TOTAL 1986-87								1		1
2	Sayler Park	Washington Park			1			1		2	
2	SAYLER PARK TOTAL 1987-88		0	0	1	0	0	1	0	2	0
1	Wash. Park	McKinley					1				1
1	WASHINGTON PK TOTAL 1987-88		0	0	0	0	1	0	0	0	1
1	Westwood	Burton			1					1	
2	Westwood	Central Fairmt.		1			1			2	
3	Westwood	Hays						2	1	3	
3	Westwood	Heberle			2			1		3	
1	Westwood	Hoffman					1			1	
3	Westwood	Millvale		1	1	1				3	
24	Westwood	North Fairmount	1	5	4	2	4	5	3	24	
15	Westwood	Roll Hill		1	3	5		3	3	15	
1	Westwood	Roosevelt		1						1	
1	Westwood	Rothenberg						1		1	
2	Westwood	Vine					1		1	2	
1	Westwood	Washburn						1		1	
2	Westwood	Winton Place		1		1				2	
59	WESTWOOD TOTAL 1987-88		1	10	11	9	7	13	8	59	0
75	WESTWOOD TOTAL 1986-87		5	16	15	10	16	13		75	
1	Whittier	Chase						1		1	
2	Whittier	Hays					1		1	2	
3	WHITTIER TOTAL 1987-88		0	0	0	0	1	1	1	3	0
5	WHITTIER TOTAL 1986-87				1		1		3	5	
561	**GRAND TOTAL 1987-88 *1**		**37**	**75**	**89**	**90**	**81**	**91**	**97**	**539**	**22**
567	GRAND TOTAL 1986-87		26	75	103	67	102	104	90	541	26

***7th Grade Student at Roselawn/Condon.**

APPENDIX G

ECIA CHAPTER II PROJECT EVALUATION REPORT

PROGRAM TITLE: **Minority Acceleration Program**

SCHOOL: **Walnut Hills**

* * *

I. NATURE OF THE PROGRAM:

The Walnut Hills Minority Acceleration Program attempted to identify 7th grade students who were at risk of not passing, and thus withdrawing from Walnut Hills. Students who were selected for participation were provided additional support in the form of teacher advisers, tutoring, development of study skills, and summer school. A close liaison was established with parents who were given training in strategies which, it was hoped, would result in increased achievement.

The program objectives would be accomplished if 75% of the target group served by the program was still enrolled at Walnut Hills in the 8th grade. In addition, there would be no difference in attrition rates between black and white students in the 7th grade.

* * *

II. BASIC DATA:

1. **GRADE LEVEL(S) SERVED** **7th**
2. **NUMBER OF STUDENTS SERVED** **33**
   (BM-24%) (BF-46%
   (WM-15%) (WF-12%) (OM-3%)
3. **COST OF PROGRAM** **$14,480.45**
4. **PROGRAM COST PER PUPIL SERVED** **$438.80**

* * *

III MAJOR PROGRAM ACTIVITIES:

Seven teachers were selected to serve as tutor/advisers. Students were identified for participation through teacher nomination, interviews, and parental consent. Advisers assisted students in the development of study and organizational skills. An average of 87 tutoring sessions were held for each M.A.P. participant. Advisers also established regular telephone contact with parents, averaging nine parental contacts. They also acted as liaisons with other faculty members in support of advisees. Peer tutors were selected from upper class minority and other students to work with project students.

* * *

IV. KEY EVALUATION STRATEGIES AND FINDINGS:

Every aspect of this program was carefully monitored. Surveys were given to parents, teachers, and students to assess the benefits of M.A.P. participation. Comparisons of grade point averages and attendance rates were made quarterly between M.A.P. students and a comparison group of similar students.

An attempt was made to assign students to a comparison group who matched the M.A.P. participants as nearly as possible on factors including race, sex, I.Q., math, and reading stanines. In fact, the two groups were identically matched on race and sex. They had a very similar distribution over the other factors. It should be noted, however, that the students who were placed in the treatment group were identified as being at higher risk than students in the comparison group on the basis of first quarter interim failure reports.

The mean initial score on the S.C.P.P. for students in the M.A.P. group was a 173, whereas the mean score for students in the comparison group was a 189. A student cannot qualify for admittance to Walnut Hills with a score below 190. The records show that 58 percent of the students in the M.A.P. group and 45 percent of the students in the control group did not qualify for admittance to Walnut Hills on the basis of their initial S.C.P.P. score.

Grade point averages were computed using a 14 point scale on the four core academic courses: Latin, English, Pre-algebra, and Ohio Studies. Grade point averages for both groups were consistently in the "D" range (see Table 1).

Table 1. Summary of Grades by Project Students, 1986-87.

	Grade Point Averages by Group*	
Quarter	Treatment	Comparison
1	2.6 (D-)	4.6 (D+)
2	3.4 (D-)	4.3 (D)
3	2.5 (D-)	3.9 (D)
4	[illegible] (D-)	3.8 (D)
Year	2.3 F+)	3.9 (D)

*Grade point averages were determined on a 14 point scale with an average of 14 being a grade of A+.

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

There was little difference between the groups on days of absence. Students from both groups averaged approximately 11 days of absence for the year (see Table 2).

Table 2. Attendance Rates for Project Students, 1986-87.

	Number of Days Absent	
Quarter	Treatment	Comparison
1	2.0	2.0
2	3.3	3.9
3	2.7	2.6
4	3.1	2.9
Year	11.1	11.4

Students in both groups were given a pre and post survey to assess their attitudes toward homework, support for their efforts, self-confidence, and school and stress factors. Survey items were rated on a four-point scale (1=strong disagreement, 4-strong agreement). M.A.P. participants gave a mean rating of 3.5 on the pre survey and 3.3 on the post survey to the item "I´m glad I was selected to participate in M.A.P." The survey item "I think that participation in M.A.P. will help me improve my grades" was initially given a mean rating of 3.7. This item continued to be rated positively on the post survey (3.0) despite the low grade point average of the participants.

Parents of M.A.P. participants were vital team members. Workshops were conducted and letters sent home which included tips for parents to help ensure their child´s success. Teacher advisers averaged nine contacts with each parent. A questionnaire indicated that parents felt that M.A.P. had been most successful in increasing their child´s self- confidence and in helping their child with study and organizational skills. Statistical analysis indicated that there was a moderate correlation between the number of parental contacts and grade point average (0.37).

Teachers were asked to rate the effect M.A.P. participation had on achievement for four core academic classes. An average of 57 percent of the teachers noted some improvement. Forty-three

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

percent felt that no improvement had been made. Social studies teachers reported the most increases in achievement, and Latin teachers reported the least. Thirty-one percent said that student motivation had increased substantially and there was a 76 per cent increase in parental support.

A post survey was given to teacher advisers at the end of the year. Survey items were rated on a four-point scale (1=strong disagreement, 4=strong agreement). Teachers gave a mean rating of 3.9 to the item "M.A.P. program should continue next year."

Students participated in an average of 87 tutoring sessions during the year. Teacher advisers also served as advocates for advisees by scheduling an average of nine conferences with other faculty members for each advisee.

The first objective of the Minority Acceleration Program would have been accomplished if 75 percent of the target group were eligible to return to Walnut Hills for grade 8. A student who fails three or more subjects is not eligible to return. It can be seen from the data in Table 3 that 33 percent of the students were promoted, which does not meet the standard set forth in the objective.

Table 3. Summary of End-of-Year Status for Project Students, 1986-87.

	Number and Percentage of Students by Type of Status			
	Treatment		Comparison	
	N	%	N	%
Promoted to Grade 8	11	33	18	55
Failed	20	61	12	36
Transferred Out	2	6	3	9
Total	33	100	33	100

It should be noted that four students in the treatment group and five students in the comparison group are attending summer school and may qualify for promotion following successful completion of the summer session. If all students attending summer school were successful and thus promoted, 45 percent of the treatment group and 70 percent of the comparison group would be eligible to return to Walnut Hills in grade 8. However, even this revised figure does not reflect successful accomplishment of the project objective.

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

The second project objective stated that there would be no difference between black and white students in the percentage of students eligible to return. A summary of the end-of-school year status by race is shown in Table 4.

Table 4. Summary of End-of-School Year Status for Project Students, by Race, 1986-87.

	Number and Percentage of Students by Type of Status							
	Treatment				Comparison			
	Black		White		Black		White	
	N	%	N	%	N	%	N	%
Promoted to Grade 8	8	35	3	30	14	61	4	40
Failed	15	65	5	50	8	25	35	40
Transferred Out			2	20	1	4	2	20
Total	23	100	10	100	23	100	10	100

As can be seen from the data in Table 4, 35 percent of the black students and 30 percent of the white students in the target group were promoted. Four black students are currently attending summer school. If all of the black students complete summer school successfully, 52 percent of the black students in the treatment group will be eligible to return to Walnut Hills, compared to 30 percent of the white students. Thus, the project objective stating that there would be no difference in the attrition rate between black and white students was not accomplished. Black students in the treatment group were more successful than white students in being promoted.

The members of the M.A.P. Steering Committee asked that the attrition rate for the entire 7th grade class be determined and compared to the attrition rate for the 1985-86 school year. It was hoped that this process would help the committee determine whether or not the right students were identified for inclusion in the program. A comparison of the attrition data for the 1985-86 and 1986-87 school years is presented in Table 5.

IV. KEY EVALUATION STRATEGIES AND FINDINGS (Continued):

Table 5. Walnut Hills Grade 7 Enrollment and Attrition Data, 1985-86 and 1986-87.

	Number of Students per Category			
	1985-86 (N=420)		1986-87 (N=430)	
	White	Black	White	Black
September Enrollment	269	151	263	167
Transferred to Other District Schools	10	14	10	7
Moved Out of District	19	1	5	2
Failed - Not Promoted After Summer Session	4	2	16*	24*
Failed - Promoted After Summer Session	19	12	*	*
Promoted - Did Not Return	1	8	10	3
Failed - Did Not Return	16	20	18	33

*The 1986-87 figures for "Failed - Not Promoted" and "Failed - Promoted After-Summer Session" will be updated with the conclusion of summer school.

The 1985-86 data suggests that 20 percent of the students in the seventh grade (23% black and 19% white) did not return to Walnut Hills in grade 8. Of the total attrition rate, 18 percent (29% black and 12% white) was due to either academic or social adjustment difficulties. Seven percent of the white students moved out of the district compared to less than one percent of the black students.

The attrition rate for the 1986-87 school year cannot be determined until the end of summer school. If the previous year is any indication, many of the students who are presently listed as not promoted will change their status. The one thing that is certain is that both blacks and whites experienced a higher failure rate in the 1986-87 school year than in the previous year.

****

V. CONCLUSIONS AND RECOMMENDATIONS:

Initial analysis of the data suggests that the objectives of the Minority Acceleration Program, as outlined in the project proposal, were not met. As of this writing, only 33 percent of the treatment group has been promoted. This figure is likely to be revised to approximately 45 percent after summer school, but still falls short of the goal of a 75 percent retention rate.

Black students in the treatment group were more likely to be promoted than white students (35% vs 30%). By the end of summer school, it is possible that 52 percent of the black students and 30 percent of the white students in the treatment group will have been promoted.

It should be noted, however, that M.A.P. intervention appeared to be quite beneficial to the students identified for participation. These were the students believed to be most at risk of not being promoted at the beginning of the school year. Of 167 black students in the 7th grade population, M.A.P. students made up only one-third of the failures and 16 percent of the students assigned to summer school. Of 263 white students, M.A.P. students accounted for 28 percent of the failures and none of the percentage of white students assigned to summer school. It seems likely that M.A.P. intervention resulted in a higher promotion rate than would have been expected without the treatment.

The M.A.P. Steering Committee has recommended that earlier identification and intervention take place in the 1987-88 school year. Counselors are already identifying students at risk on the basis of SCPP scores, elementary teacher recommendations, and transcripts.

Survey results clearly indicate that parents, students, and teachers believe that the program is beneficial to students identified for participation. The evaluator was impressed with the level of commitment that was demonstrated by all personnel involved in this project.

Much more work needs to be done in this area. It is hoped that the project will be refunded for a second year, as was requested in the original project proposal, so that the work of the M.A.P. Steering Committee can be continued and refined.

EB/Kathy Reed
June 1987

CINCINNATI PUBLIC SCHOOLS
EVALUATION BRANCH
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Dr. Ward Ghory, Assistant Principal, Walnut Hills High School

FROM: Mrs. Kathleen Reed

DATE: October 1, 1987

RE: Finalization of M.A.P. Results

In response to your request, I have revised the pertinent tables included in the M.A.P. evaluation to reflect the post summer school data. Hopefully, this will serve as good baseline data for your ongoing efforts to lower the attrition rate of 7th grade students at Walnut Hills.

The first objective of the Minority Acceleration Program would have been accomplished if 75 percent of the target group were eligible to return to Walnut Hills for grade 8. A student who failed three or more subjects was not eligible to return. Following the completion of summer school, the revised figures in Table 1 indicate that 49 percent of the students in the treatment group were promoted. This did not meet the standard set forth in the objective.

Table 1. Summary of End-of-Year Status for Project Students, 1986-87.

	Number and Percentage of Students by Type of Status			
	Treatment		Comparison	
	N	%	N	%
Promoted to Grade 8	16	49	24	73
Failed	15	45	6	18
Transferred Out	2	6	3	9
Total	33	100	33	100

The second project objective stated that there would be no difference between black and white students in the percentage of students eligible to return. A summary of the revised status by race following the completion of summer school is shown in Table 2.

Table 2. Summary of End-of-School Year Status for Project Students, by Race, 1986-87.

	Number and Percentage of Students by Type of Status							
	Treatment				Comparison			
	Black		White		Black		White	
	N	%	N	%	N	%	N	%
Promoted to Grade 8	12	52	4	40	18	78	6	60
Failed	11	48	4	40	4	18	2	20
Transferred Out			2	20	1	4	2	20
Total	23	100	10	100	23	100	10	100

Historically, the failure rate for black students has exceeded the failure rate for white students at Walnut Hills. This trend was reversed for M.A.P. participants. As can be seen from the data in Table 2, 52 percent of the black students and 40 percent of the white students were promoted. Of the white students promoted, one was ineligible to return to Walnut Hills because he failed three courses. The actual percentage of M.A.P. participants eligible to return to Walnut Hills was 52% of the black students and 30% of the white students. Thus, the project objective stating that there would be no difference in the attrition rate between black and white students was not accomplished. Black students in the treatment group were more successful than white students in being promoted.

The purpose of the Minority Acceleration Program was to insure that students who qualified for admission to Walnut Hills were able to be successful and remain at Walnut Hills. The administration of the school has attempted to identify the number of students who withdraw, transfer, or fail to be promoted. A summary of the 7th grade attrition data for the 1986-87 school year is shown in Table 3.

Table 3. Walnut Hills Grade 7 Enrollment and Attrition Data, 1986.87.

	Number and Percentage of Students per Category (N=427)					
	White		Black		Total	
	N	%	N	%	N	%
September Enrollment	265	62	162	38	427	100
Transferred	16	6	9	6	25	6
Withdrawn	9	3	2	1	11	3
Remaining	240		151		391	
Promoted	227	95	127	84	354	91
Eligible to Return	223	93	119	79	342	88
Ineligible (3 Failures)	4	2	8	5	12	3
Failed	13	5	24	16	37	10

The 1986-87 data suggests that 20 percent of the students in the seventh grade did not return to Walnut Hills in grade 8. This figure represents 16% of the white students and 27% of the black students and is comprised of all students who transferred, withdrew, failed, or were ineligible to return.

I enjoyed working with you on this project this past year. I think we would both agree that we now have a far better understanding of the reasons for the 7th grade attrition rate.

KR:ms

APPENDIX H

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1986-1987

SCHOOL	SEX AND RACE							AGE								GRADE						
	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
SENIOR																						
AIKEN (9-12)	311	95	-0-	152	65	1	624			1	37	136	167	185	98				242	172	126	84
CAPE (7-12)	101	68	-0-	46	28	1	244		14	48	41	52	35	36	18		61	41	42	37	36	27
HUGHES (9-12)	622	52	-0-	269	56	-0-	999			1	65	254	312	240	127				532	264	151	52
SCPA (7-12)	52	29	3	32	17	2	135	1	15	49	29	13	15	11	2		44	54	12	6	10	9
TAFT (9-12)	83	23	-0-	46	12	-0-	164				9	29	57	46	23				49	64	34	17
WALNUT HILLS (7-12)	50	89	3	29	51	-0-	222		20	34	42	35	29	46	16		33	32	48	25	37	47
WESTERN HILLS (9-12)	285	202	2	104	62	-0-	655				33	131	203	202	86				240	146	176	93
WITHROW (9-12)	638	164	3	267	69	-0-	1141				127	299	376	229	110				519	340	175	109
WOODWARD (7-12)	230	29	1	87	23	-0-	370			15	33	93	112	78	39		8	18	130	110	62	42
TOTAL	2372	751	12	1032	383	4	4554	1	49	148	416	1042	1306	1073	519		146	145	1812	1164	807	480
JR.-MIDDLE																						
BLOOM (7-8)	32	3	-0-	14	-0-	-0-	49		7	15	20	7					27	22				
C.B.A. (6-8)	12	3	-0-	10	12	-0-	37	5	12	8	10	2				10	12	15				
CREST HILLS (7-8)	79	22	-0-	39	9	-0-	149	11	40	64	31	3					71	78				
DATER (7-9)	80	141	-0-	83	57	-0-	361		22	84	113	95	42	5			128	133	100			
E.HILLS (7-8)	39	29	-0-	15	30	1	114	1	16	54	27	15	1				55	59				
GAMBLE (6-8)	200	60	-0-	104	15	-0-	379	7	43	89	143	88	9				20	139	220			
HEINOLD (7-8)	15	6	-0-	33	24	-0-	78		9	23	31	14	1				42	36				
MERRY (7-8)	133	6	-0-	56	4	-0-	199		16	68	81	29	5				114	85				
PEOPLES (7-8)	97	60	-0-	84	35	-0-	276	1	23	80	100	56	15	1			121	155				
PORTER (7-8)	37	25	-0-	22	11	-0-	95		13	37	35	10					53	42				
ROBERTS (7-9)	74	369	-0-	30	173	-0-	646		20	97	223	196	93	17			192	235	219			
ROSELAWN (7-8)	11	2	-0-	6	1	-0-	20		6	5	8	1					18	2				
SCHWAB (7-8)	103	83	-0-	58	37	-0-	281	2	28	78	106	59	8				105	176				
SHRODER-PAIDEIA (7-9)	39	8	-0-	8	4	-0-	59		6	19	21	9	4				26	14	19			
TOTAL	951	817	-0-	562	412	1	2743	27	261	721	949	584	178	23		10	984	1191	558			
GUILFORD	2	1	-0-	-0-	-0-	-0-	3		1			2					1	1			1	
McMILLAN	13	17	-0-	8	2	-0-	40				3	10	9	15	3				33	5	2	
GRAND TOTAL	3338	1586	12	1602	797	5	7340	28	311	869	1368	1638	1493	1111	522	10	1131	1337	2403	1169	810	480

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SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	6	93	2	90	4	11	1	2	38	34	16	9	2	274	3	12			1				4	19		2	1
CAPE (7-12)	2	62		68	3		2		20	12	15			53	1	1								3		2	
HUGHES (9-12)	8	100	2	101	7				7	1	7	9	8	704	4	20	3						5	11		2	
SCPA (7-12)	11	11	1	25	16				7		15			37	3	3		3						3			
TAFT (9-12)	1	19		34		1			14	16	1	1		74										1		2	
WALNUT HILLS (7-12)	2	11		15	10	1			6	47	9		2	104	3	7		2						3			
WESTERN HILLS (9-12)	6		1	95	12	1	1	3	58	12	20	8		370	2	7			1				1	7		2	
WITHROW (9-12)	3	434		46	6	4	5		124	22	17	7	9	422	1	7					1		1	32			
WOODWARD (7-12)	4	17	1	47	6	1	5		31		10	4	14	213	8	4								4		1	
TOTAL	43	795	7	521	64	19	14	5	305	144	110	38	35	2251	25	61	3	5	2		1		11	83		11	1
JR.-MIDDLE																											
BLOOM (7-8)		6		27					1					7		2								6			
C.B.A. (6-8)	1	16		11					1					4		4											
CREST HILLS (7-8)	3	30		75					14	1	4	2		12	2	3											3
DATER (7-9)	2	28		94	1				22	8	8	1		190	2	1								2			2
E. HILLS (7-8)	6	10		54					8	6	6		1	21												2	
GAMBLE (6-8)	2	23		102					2	7	1	4		232		1								5			
HEINOLD (7-8)	2	13		28	1	2			2	2	1			23		3							1				
MERRY (7-8)		21		89					4	3	2	4		67	4	1			1					3			
PEOPLES (7-8)	3	106		50					26	7	9	7		50	3	7							1	5		1	1
PORTER (7-8)		11		34					8	2				35	1	3							1				
ROBERTS (7-9)	3	25		86	1				16	13	3	2		472	13	4				1			2	5			
ROSELAWN (7-8)		1		4					7					8													
SCHWAB (7-8)	3	97		52	1				23	4	10	2		69	2	2	2		1					11		2	
SHRODER-PAIDEIA (7-9)	5	18		18					4	2	4			8													
TOTAL	30	405		724	4	2			138	55	48	22	1	1198	27	31	2		2	1			5	37		5	6
GUILFORD		2																								1	
McMILLAN	4	11		11					1			4	1	3		1								3		1	
GRAND TOTAL	77	1213	7	1256	68	21	14	5	444	199	158	64	37	3452	52	93	5	5	4	1	1	-0-	16	123	-0-	18	7

SUMMARY OF SUSPENSIONS Yearly Totals 1986-87

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ANDERSON PLACE	17	2	-0-	1	-0-	-0-	20			2	2	1	1	9	5			3	1	1	1	5	9
ACAD.WLD.LANG(K-5)	NONE																						
BOND HILL	50	-0-	-0-	18	-0-	-0-	68	1	3	10	9	5	5	23	10	2	1	9	12	7	2	22	15
BRAMBLE	11	1	1	2	-0-	1	16				4	2	5	3	2					7		4	5
BURTON	43	1	-0-	10	4	-0-	58		2	1	5	13	8	16	9	4		1	3	6	21	11	16
CAPE (K-6)	24	13	-0-	29	7	-0-	73				2	2	14	23	25	7				4	4	19	46
CARSON	2	14	-0-	-0-	3	-0-	19				1	1	2	7	4	4				1	1	8	9
CARTHAGE (K-5)	9	2	-0-	2	-0-	-0-	13			2	1	2	3	4	1			1	2	1	3	6	
CENTRAL FAIRMOUNT	24	16	-0-	18	1	-0-	59				3	10	15	12	11	8		1	2	10	12	17	17
CHASE (3-6)	101	58	-0-	44	14	-0-	217				5	23	29	72	62	26				21	39	58	99
CHEVIOT	3	2	-0-	7	-0-	-0-	12			1	5	2	1	2	1			1	2	4	1	4	
CLIFTON	44	7	-0-	7	-0-	-0-	58		1	2	6	10	9	18	10	2		2	5	9	13	15	14
COLLEGE HILL	NONE																						
COVEDALE	15	6	-0-	6	-0-	-0-	27					3	5	11	7	1					5	11	11
DOUGLASS	42	5	1	10	-0-	-0-	58				3	11	14	22	8				3	6	13	26	10
EASTERN HILLS	23	23	-0-	10	3	-0-	59	1	4	7	3	2	7	18	13	4	3	6	6	6	1	17	20
FAIRVIEW (K-5)	8	4	-0-	2	3	-0-	17			2	2	3	3	6	1			1	1	5	2	7	1
HARTWELL	13	3	-0-	8	1	-0-	25				1	3	11	8	1	1				3	4	13	5
HAYS	24	-0-	-0-	8	-0-	-0-	32		1	5	4	4	8	3	7			5	5		3	13	6
HEBERLE	70	27	1	36	8	1	143	1	9	10	10	16	27	36	27	7	1	21	7	7	35	27	45
HEINOLD (K-6)	23	12	-0-	17	5	-0-	57			2	2	6	14	16	14	3		1	2	5	11	26	12
	546	196	3	235	49	1	1031	3	20	44	68	119	181	309	218	69	5	52	51	103	171	309	340

SUMMARY OF SUSPENSIONS Yearly Totals 1986-87

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
HOFFMAN	9	-0-	-0-	8	-0-	-0-	17					1	6	4	5	1					4	6	7
HYDE PARK	-0-	2	-0-	3	-0-	-0-	5						1	1	3							3	2
KILGOUR	8	-0-	-0-	-0-	-0-	-0-	8	1				3	3	1			1			2	4	1	
KIRBY ROAD (K-2)	28	12	1	1	-0-	-0-	42		3	7	23	9					1	6	23	6	6		
LINWOOD	22	10	-0-	13	2	-0-	47	5	1	3	11	4	6	14	2	1	6	1	8	8	6	14	4
LOSANTIVILLE	4	6	-0-	1	-0-	-0-	11				2	3	2	3	1				1	3	3		4
McKINLEY	3	6	-0-	-0-	1	-0-	10				2			2	5	1			1		1	4	4
MIDWAY	6	9	-0-	2	1	-0-	18		1	1	1	2	3	5	5			1	1	3	3	4	6
MILLVALE (K-3)	NONE																						
MT. AIRY	4	3	-0-	2	-0-	-0-	9						3	3	2	1					2	4	3
MT. WASHINGTON	7	9	-0-	2	3	-0-	21	1	1	4	4	3	2	2	4		1	7	2	3	2	1	5
NORTH AVONDALE	5	-0-	-0-	5	-0-	-0-	10				1		2	4	2	1				1		3	6
NORTH FAIRMOUNT	18	4	-0-	23	-0-	-0-	45			1			6	21	15	2		1			10	14	20
OYLER	3	20	-0-	1	2	-0-	26			1			1	7	8	9			1			2	23
PARHAM	5	1	-0-	1	-0-	-0-	7					2	1	2	1	1					3	1	3
PLEASANT HILL	69	1	-0-	20	1	-0-	91			3	4	13	21	34	15	1		3	7	6	18	23	34
PLEASANT RIDGE	26	12	-0-	21	-0-	-0-	59				6	11	7	20	12	3			2	11	6	8	32
@ SCHIEL PRIM.ARTS ENRICH.	NONE																						
QUEBEC HEIGHTS	4	21	-0-	5	5	-0-	35			1		4	3	9	9	9			1	1	10	6	17
ROCKDALE	45	-0-	-0-	17	-0-	-0-	62	1		2	5	4	20	18	11	1	1	1	4	9	10	14	23
ROLL HILL	4	5	-0-	-0-	-0-	-0-	9						1		7	1			1			1	7
	270	121	1	125	15		532	8	6	23	59	59	88	150	107	32	10	20	52	53	88	109	200

SUMMARY OF SUSPENSIONS Yearly Totals 1986-87

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ROOSEVELT	8	11	-0-	2	1	-0-	22					1	2	5	9	5	1			1	2	4	14
ROSELAWN/CONDON(4-6)	7	3	1	3	-0-	-0-	14					2	4	6	1	1					4	4	6
ROTHENBERG	28	1	-0-	6	-0-	-0-	35		2		5	2	3	10	12	1		2	5	2	5	6	15
SANDS MONTESSORI	4	-0-	-0-	1	-0-	-0-	5			1				1	2	1			1			1	3
SAYLER PARK	1	38	-0-	-0-	2	-0-	41		2			1	12	11	13	2		2			7	18	14
SCPA (4-6)	15	4	-0-	10	1	-0-	30					4	12	6	6	2					9	12	9
SILVERTON	12	2	1	5	-0-	-0-	20				2		5	7	6				1	2	1	5	11
SOUTH AVONDALE	NONE																						
SWIFTON PRIMARY(K-5)	1	-0-	-0-	1	-0-	-0-	2				1		1						1		1		
TAFT	5	-0-	-0-	2	-0-	-0-	7			1		4	1			1		1		3	2		1
VINE	67	8	2	11	1	-0-	89		1	5	20	18	14	14	13	41		10	5	24	12	20	18
WASHBURN	18	2	-0-	4	-0-	-0-	24				2	4	4	7	5	2			2	1	6	6	9
WASHINGTON PARK	34	2	-0-	11	-0-	-0-	47			2	5	8	11	10	5	6		1	2	12	9	10	13
WESTWOOD	11	10	-0-	5	-0-	-0-	26			6	1	6	5	3	4	1			7	4	5	9	1
WHITTIER	6	33	-0-	-0-	-0-	-0-	39					2	6	12	12	7				1	5	12	21
WINDSOR	-0-	-0-	-0-	1	-0-	-0-	1							1								1	
WINTON PL.PRIMARY (K-3)	30	-0-	-0-	4	-0-	-0-	34	2	2	4	6	19	1				3	3	9	17	2		
WOODFORD PRIMARY (K-3)	6	2	-0-	-0-	-0-	-0-	8			1	2	4	1						5	3			
TOTAL - This Pg.	253	116	4	66	5	-0-	444	2	7	20	44	75	82	95	87	32	4	19	38	70	70	108	135
TOTAL - Page 3	546	196	3	239	45	2	1031	3	20	44	68	119	181	309	21[illegible]	69	5	52	51	103	171	309	340
TOTAL - Page 4	270	121	1	125	15	-0-	532	8	6	23	59	59	88	150	107	32	10	20	52	53	88	109	200
GRAND TOTAL	1069	433	8	430	65	2	2007	13	33	87	171	253	351	554	412	133	19	91	141	226	329	526	675

SUMMARY OF SUSPENSIONS Yearly Totals 1986-87

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
ANDERSON PLACE	1	4		13					1					1													
ACAD. WLD. LANG. & SCHIEL (K-5)	NONE																										
BOND HILL	2	2		33					2		3			24	1												1
BRAMBLE		9		7																							
BURTON	1	17		32					3		4															1	
CAPE (K-6)	1	14		40	1				2	3	1			8						1						2	
CARSON		5		6										1		7											
CARTHAGE (K-5)				4							8			1													
CENTRAL FAIRMOUNT		4		21										34													
CHASE (3-6)		64		85	2	2			7		16	1		31	5		3									1	
CHEVIOT		7		2					1					2													
CLIFTON	1	15		24					2		1			13		1				1							
COLLEGE HILL	NONE																										
COVEDALE	3	4		15							5																
DOUGLASS	1	12		38					1		1			5													
EASTERN HILLS (K-6)		12		26						3	1	2		15													
FAIRVIEW (K-5)		3		3					1	1		6		3													
HARTWELL				20										5													
PAGE TOTALS	10	172		369	3	2			20	7	40	9		143	6	8	3			2						4	1

SUMMARY OF SUSPENSIONS Yearly Totals 1986-87

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
HAYS	3	11		12							3			2	1												
HEBERLE	5	29		66					4		6			33													
HEINOLD (K-6)	8	12		29					3		1			4													
HOFFMAN		7		6							1			3													
HYDE PARK	1			3					1																		
KILGOUR	1	3		2	1									1													
KIRBY ROAD (K-2)		9		20					2					9	1									1			
LINWOOD		20		26										1													
LOSANTIVILLE		8												2		1											
McKINLEY		2		4										4													
MIDWAY		5		11					1					1													
MILLVALE (K-3)	NONE																										
MT. AIRY				6										3													
MT. WASHINGTON		3		4					1		4			9													
NORTH AVONDALE		2		8																							
NORTH FAIRMOUNT		10		25	1				2	1	2			4													
OYLER	3	4		10					1	1	4			3													
PARHAM		1		5					1																		
PAGE TOTALS	21	126		237	2				16	2	21			79	2	1								1			

SUMMARY OF SUSPENSIONS Yearly Totals 1986-87

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
PLEASANT HILL	2	32		25								1		30	1												
PLEASANT RIDGE	1	15		24					6		3			9										1			
@ SCHIEL PRIM.ARTS. ENRICH.	NONE																										
QUEBEC HEIGHTS		1		22							1			10	1												
ROCKDALE		20		37					2					2						1							
ROLL HILL		1		5										1		2											
ROOSEVELT		3		7							1			11													
ROSELAWN/CONDON (4-6)				11							2			1													
ROTHENBERG	3	17		12					2														1				
SANDS MONTESSORI											2			3													
SAYLER PARK	1	9		22					3		1			3	2												
SCPA (4-6)	1	2		11					1		8			7													
SILVERTON	2	8		7							1			1	1												
SOUTH AVONDALE	NONE																										
SWIFTON PRIMARY(K-3)									1																	1	
TAFT		1		5										1													
VINE		9		48					6		1			24													1
WASHBURN		7		14					1		1			1													
PAGE TOTALS	10	125		250					22		21	1		104	5	2				1			1	1		1	1

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
WASHINGTON PARK		37		8										2													
WESTWOOD		9		5							3			9													
WHITTIER		15		15					5		1			3													
WINDSOR		1																									
WINTON PL. PRIM (K-3)		10		20					1		1			2													
WOODFORD PRIM (K-3)		4		2					2																		
Total - this pg.		76		50					8		5			16													
" Page 6	10	172		369	3	2			20	7	40	9		143	6	8	3			2						4	1
" Page 7	21	126		237	2				16	2	21			79	2	1								1			
" Page 8	10	125		250					22		21	1		104	5	2				1			1	1		1	1
	41	499		906	5	2			66	9	87	10		342	13	11	3			3			1	2		5	2

SUMMARY OF EXPULSIONS YEARLY TOTALS 1986-1987

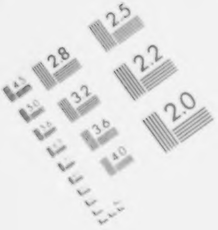
SCHOOL	SEX AND RACE							AGE								GRADE						
	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
SENIOR																						
AIKEN (9-12)	25	9	-0-	9	-0-	-0-	43				1	2	15	19	6				12	13	15	3
CAPE (7-12)	6	1	-0-	1	-0-	-0-	8				4	3		1			1	3	3			1
HUGHES (9-12)	41	5	-0-	9	3	-0-	58				1	14	17	16	10				32	11	12	3
SCPA (7-12)	3	6	-0-	-0-	1	-0-	10		1	4	1	1	2		1		4	1	1	1	1	2
TAFT (9-12)	2	-0-	-0-	-0-	-0-	-0-	2				1				1				1			1
WALNUT HILLS (7-12)	4	8	-0-	-0-	1	-0-	13		2	1	3	6			1		2	2	5	3		1
WESTERN HILLS (9-12)	7	8	-0-	4	3	-0-	22				1	4	5	9	3				6	7	7	2
WITHROW (9-12)	33	6	-0-	5	3	-0-	47				1	11	13	14	8				21	10	11	5
WOODWARD (7-12)	10	-0-	-0-	1	-0-	-0-	11				1	2	3	3	2				4	4	1	2
TOTAL	131	43	-0-	29	11	-0-	214		3	5	14	43	55	62	32		7	6	85	49	47	20
JR.-MIDDLE																						
BLOOM (7-8)	6	1	-0-	1	-0-	-0-	8				4	3	1				3	5				
C.B.A. (6-8)	1	-0-	-0-	-0-	3	-0-	4		2	2							3	1				
CREST HILLS (7-8)	3	4	1	2	-0-	-0-	10			1	8	1					1	9				
DATER (7-9)	2	3	-0-	-0-	-0-	-0-	5			1	2	2					2	3				
E.HILLS (7-8)	-0-	1	-0-	-0-	1	-0-	2			1	1						1	1				
GAMBLE (6-8)	3	-0-	-0-	1	-0-	-0-	4				1	3					1	3				
HEINOLD (7-8)	1	-0-	-0-	2	-0-	-0-	3			2	1						2	1				
MERRY (7-8)	4	1	-0-	-0-	-0-	-0-	5				3	2					1	4				
PEOPLES (7-8)	6	7	-0-	4	-0-	-0-	17		2	2	6	7					7	10				
PORTER (7-8)	4	-0-	-0-	-0-	1	-0-	5		1	1	2		1				2	2	1			
ROBERTS (7-9)	3	7	-0-	1	2	-0-	13		1	3	5	3	1				8	3	2			
ROSELAWN (7-8)	NONE																					
SCHWAB (7-8)	10	6	-0-	2	1	-0-	19		2	2	6	9					2	16	1			
SHRODER-PAIDEIA (7-9)	NONE																					
TOTAL	43	30	1	13	8	-0-	95		8	15	39	30	3				33	58	4			
GUILFORD	-0-	1	-0-	-0-	-0-	-0-	1					1									1	
McMILLAN	4	1	-0-	1	-0-		6						3	3					6			
GRAND TOTAL	178	75	1	43	19	-0-	316		11	20	53	74	61	65	32		40	64	95	49	48	20

SUMMARY OF EXPULSIONS Yearly Totals 1986-87

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	1	1									1			2		12		1					3	19		2	1
CAPE (7-12)																5								3			
HUGHES (9-12)	4	3		4							1			9		19	3						2	12			1
SCPA (7-12)											1					3		3						3			
TAFT (9-12)	1																									1	
WALNUT HILLS (7-12)	1										1					6		2						3			
WESTERN HILLS (9-12)	1			1							1			2		5			1				2	6	1	2	
WITHROW (9-12)	1	4									2					6					1		2	31			
WOODWARD (7-12)	2													1		4								4			
TOTAL	11	8		5							7			14		60	3	6	1		1		9	81	1	5	2
JR.-MIDDLE																											
BLOOM (7-8)														1		1								6			
C.B.A. (6-8)																4											
CREST HILLS (7-8				1							2					3								1		1	2
DATER (7-9)																1								2			2
E. HILLS (7-8)																										2	
GAMBLE (6-8)																								4			
HEINOLD (7-8)																2							1				
MERRY (7-8)															1			1						3			
PEOPLES (7-8)	1											1				6		1						8			
PORTER (7-8)																3							1	1			
ROBERTS (7-9)		1												2		4				1			2	3			
ROSELAWN (7-8)	NONE																										
SCHWAB (7-8)											3					2	2			1				9		2	
SHRODER-PAIDEIA (7-9)	NONE																										
TOTAL	1	1		1							5	1		3	1	26	2	2		2			4	37		5	4
GUILFORD																										1	
McMILLAN														1		1								3		1	
GRAND TOTAL	12	9		6							12	1		18	1	87	5	8	1	2	1		13	121	1	12	6

SUMMARY OF EXPULSIONS YEARLY TOTALS 1986-1987

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
BOND HILL	-0-	-0-	-0-	1	-0-	-0-	1			1									1				
CAPE	4	-0-	-0-	-0-	-0-	-0-	4					1	1	1	1					1		2	1
CARSON	-0-	4	-0-	-0-	3	-0-	7							3	3	1						2	5
CHASE	1	4	-0-	-0-	-0-	-0-	5							1	4								5
CLIFTON	-0-	-0-	-0-	1	-0-	-0-	1									1							1
OYLER	-0-	1	-0-	-0-	-0-	-0-	1								1								1
ROLL HILL	-0-	2	-0-	-0-	-0-	-0-	2							1	1							1	1
ROTHENBERG	1	-0-	-0-	-0-	-0-	-0-	1								1								1
VINE	-0-	-0-	-0-	1	-0-	-0-	1								1								1
TOTAL	6	11	-0-	3	3	-0-	23			1		1	1	6	12	2			1	1		5	16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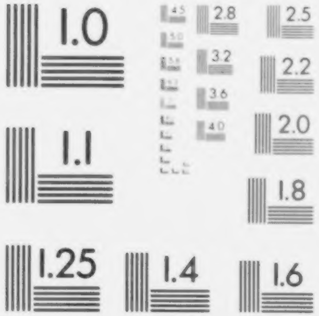
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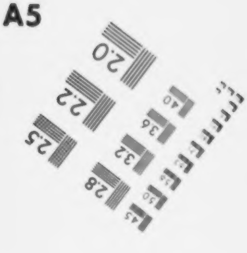
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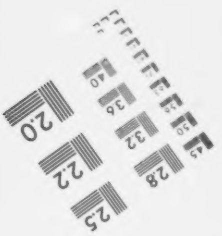
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SUMMARY OF EXPULSIONS YEARLY TOTALS 1986-1987

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
BOND HILL				1																							
CAPE																				1			1			2	
CARSON																7											
CHASE				1													3										1
CLIFTON																1											
OYLER											1																
ROLL HILL																2											
ROTHENBERG																							1				
VINE																											1
TOTAL				2							1					10	3			1			2			2	2

SUMMARY - SUSPENSIONS AND EXPULSIONS

SUSPENSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	7340	3337	1587	12	1602	797	5
Elementary	2007	1069	433	8	430	65	2
Total	9347	4406	2020	20	2032	862	7

EXPULSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	316	178	75	1	43	19	-0-
Elementary	23	6	11	-0-	3	3	-0-
Total	339	184	86	1	46	22	-0-

SENIOR, JUNIOR
& MIDDLE

COMPARATIVE DATA

YEARLY TOTALS 1986-1987

SCHOOL	SUSPENSIONS 1985-86	SUSPENSIONS 1986-87	SUSPENSIONS DIFFERENCE	EXPULSIONS 1985-86	EXPULSIONS 1986-87	EXPULSIONS DIFFERENCE
SENIOR						
AIKEN	338	624	+286	22	43	+21
CAPE (7-12)	268	244	-24	1	8	+7
HUGHES	1095	999	-96	36	58	+22
SCPA	76	135	+59	4	10	+6
TAFT	118	164	+46	4	2	-2
WALNUT HILLS	240	222	-18	8	13	+5
WESTERN HILLS	599	655	+56	25	37	+12
WITHROW	892	1141	+249	31	47	+16
WOODWARD	620	370	-250	13	11	-2
TOTAL	4246	4554	+308	144	229	+85
JR.-MIDDLE						
BLOOM	541	49	-492	20	8	-12
CREST HILLS	129	149	+20	3	10	+7
DATER	384	361	-23	12	5	-7
E.HILLS(7-8)	116	114	-2	3	2	-1
GAMBLE	294	379	+85	10	4	-6
HEINOLD	117	78	-39	4	3	-1
MERRY	176	199	+23	6	5	-1
PEOPLES	453	276	-177	6	12	+6
PORTER	109	95	-14	2	5	+3
ROBERTS	990	646	-344	32	13	-19
ROSELAWN(7-8)	12	20	+8	-0-	-0-	-0-
SAWYER-C.B.A.	28	37	+9	-0-	4	+4
~~SCHIEL (7-8)~~						
SCHWAB	401	281	-120	33	19	-14
SHRODER	116	59	-57	4	-0-	-4
GUILFORD	3	3	-0-	3	1	-2
McMILLAN	27	40	+13	8	6	-2
TOTAL	3896	2786	-1119	146	97	-49

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1986-1987

	SUSPENSIONS			EXPULSIONS		
SCHOOL	1985-86	1986-87	DIFFERENCE	1985-86	1986-87	DIFFERENCE
K-4 ACAD WLD LANG(SCHIEL)	NONE	NONE	NONE			
ANDERSON PLACE	42	20	-22			
BOND HILL	6	68	+62	-0-	1	+1
BRAMBLE	45	16	-29			
BURTON	67	58	-9			
CAPE (4-6)	81	73	-8	-0-	4	+4
CARSON	35	19	-16	-0-	7	+7
CARTHAGE	7	13	+6			
CENTRAL FAIRMOUNT	39	59	+20			
CHASE	139	217	+78	4	5	+1
CHEVIOT	16	12	-4			
CINTI BIL. ACAD.	9	-0-	-9			
CLIFTON	66	58	-8	2	1	-1
COLLEGE HILL	NONE	NONE	NONE			
COVEDALE	13	27	+14			
DOUGLASS	78	58	-20			
EASTERN HILLS	28	59	+31			
FAIRVIEW	22	17	-5			
HARTWELL	16	25	+9			
HAYS	28	32	+4			
HEBERLE	113	143	+30	1	-0-	-1
HEINOLD (K-6)	60	57	-3	1	-0-	-1
HOFFMAN	33	17	-16			
HYDE PARK	7	5	-2			
KILGOUR	25	8	-17			
KIRBY ROAD	83	42	-41			
	1058	1103	+45	8	18	+10

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1986-1987

SCHOOL	SUSPENSIONS 1985-86	SUSPENSIONS 1986-87	SUSPENSIONS DIFFERENCE	EXPULSIONS 1985-86	EXPULSIONS 1986-87	EXPULSIONS DIFFERENCE
LINWOOD	60	47	-13			
LOSANTIVILLE	20	11	-9			
McKINLEY	15	10	-5			
MIDWAY	8	18	+10			
MILLVALE	12	-0-	-12			
MT. AIRY	10	9	-1			
MT. WASHINGTON	21	21	-0-			
NORTH AVONDALE	12	10	-2			
NORTH FAIRMOUNT	27	45	+18			
OYLER	19	26	+7			
PARHAM	-0-	7	+7	-0-	1	+1
PLEASANT HILL	81	91	+10			
PLEASANT RIDGE	54	59	+5			
PRIM.ARTS ENRICH @ Schiel	NONE	NONE	NONE			
QUEBEC HEIGHTS	17	35	+18			
ROCKDALE	48	62	+14			
ROLL HILL	36	9	-27			
ROOSEVELT	51	22	-29			
ROSELAWN/CONDON(4-6)	4	14	-29			
ROTHENBERG	46	35	-11			
SANDS MONTESSORI	13	5	-8	2	1	-1
SAYLER PARK	40	41	+1			
SCPA (4-6)	37	30	-7			
SILVERTON	26	20	-6			
SOUTH AVONDALE	-0-	-0-	-0-			
SWIFTON PRIMARY	1	2	+1			
	696	629	-67	2	2	-0-

COMPARATIVE DATA

YEARLY TOTALS 1986-198

SCHOOL	SUSPENSIONS 1985-86	SUSPENSIONS 1986-87	SUSPENSIONS DIFFERENCE	EXPULSIONS 1985-86	EXPULSIONS 1986-87	EXPULSIONS DIFFERENCE
TAFT	1	7	+6	1	-0-	-1
VINE	30	89	+59	-0-	1	+1
WASHBURN	36	24	-12			
WASHINGTON PARK	52	47	-5	1	-0-	-1
WESTWOOD	39	26	-13			
WHITTIER	60	39	-21			
WINDSOR	37	1	-36			
WINTON PLACE PRIM	105	34	-71			
WOODFORD PRIMARY	5	8	+3			
TOTALS -this pg.	365	275	-90	2	1	-1
" -pg. 16	1058	1103	+45	8	18	+10
" -pg. 17	696	629	-67	2	2	-0-
GRAND TOTAL	2119	2007	-112	12	21	+9

APPENDIX I

Proposed Mission Statement
Systemwide Discipline Program Review and Development Committee

Self discipline ranks very high among the attributes that are required to be successful in life. Consequently, teaching children self discipline must be a high priority for public education. Thus, in spite of the individual differences in personalities, life styles, economic and cultural backgrounds, cognitive abilities, etc. the primary charge of this committee is to recommend a discipline program that will develop, reinforce and measure student's self discipline skills. A second important charge of this committee is to recommend a discipline program that will insure the health and safety of all students in whatever school environment. The latter goals should combine to create an educational environment that is most conducive for learning for all children.

To accomplish the latter goals the committee must address, among other things, the following issues:

- Develop a common philosophy that will serve as a foundation for all discipline activities (corporal punishment, suspensions/expulsions, etc.)
- Board and specific community values and child behavior expectations must be studied
- Existing relevant laws, policies, administrative procedures and school practices must be reviewed
- Issues related to fairness and consistency should be reviewed
- Some principles reflecting students, staff and parent rights and responsibilities should be announced
- A cascade of progressive alternative discipline strategies must be established (limit)
- The uniqueness of local schools/communities must be reviewed
- It will be helpful to review how other urban school districts and communities are addressing this issue

The committee's outcome objectives are as follows:

1. Produce a written districtwide comprehensive discipline plan.
2. Produce guidelines for local school communities to use to develop a local discipline plan.
3. Develop a plan for monitoring and evaluating local school plans.
4. Produce a resource guide listing people, agencies and other resources that principles might use to produce and implement the local school discipline plan.

Time Line

The aforementioned outcome objectives should be accomplished by June 1, 1987. This time line will give local school administrators some latitude in utilizing the information generated by the citywide committee to begin developing local plans for the 1987-88 school year. It should also be understood that the recommendations coming from this committee must go to the superintendent and the board of education program committee for final review and approval.

CPS/DSS
WH/rsd
3/26/87

I-3

Cincinnati Public Schools
Department of Student Services

Systemwide Discipline Review Committee

Agency Representative:

Ms. Ellen Cook
Mental Health Assoc.
2400 Reading Rd.
Suite 412
Cinti., OH 45202
721-2910

Bronson Representative:

Ms. Pat Johnson Baker
3476 Edgeview Dr.
Cinti., OH 45213
631-6634

Ms. Louise Spiegel
4031 Egbert Ave.
Cinti., OH 45220
861-0014

Student Representatives:

Ms. Stephanie Houze (Western Hills)
2210 Highland Ave.
Cinti., OH 45219
721-5215

Ms. Jaqueline Jordan (CAPE)
4034 Erie Ct.
Cinti., OH 45227
271-8832

Mr. Benn McNeill (Walnut Hills)
3056 Erie Ave.
Cinti., OH 45208
871-2329

Mr. Tim Sippel (Withrow)
5819 Salvia Ave.
Cinti., OH 45224
541-1614

Elementary Principal Representatives:

Mr. Alan James
Anderson Place
271-6446

Mr. Dennis McNeil
Burton
961-0173

Ms. Patricia Surber
Linwood
321-0545

Secondary Principal Representatives:

Mr. Thomas Armstrong
Dater
451-1611

Dr. Lionel Brown
Withrow
871-1825

Ms. Annie Orr
Eastern Hills
231-2414

Teacher Representatives:

Mr. Roger Burgess
Crest Hills Consulting Teacher
531-2288

Ms. Sharon Marcus-Goss
Hartwell
821-2114

Mr. Ishton Morton
WATCH - Highlands
961-0022

Mr. Michael Sierschula
McMillan Center
221-5053

Ms. Patricia Zartman
Rockdale
281-3722

Asst. Principal Representatives

Mrs. Marlene Carter
Whittier
251-2715

Mr. George Jones
Western Hills
244-6161

Mr. Dennis Matthews
Western Hills
244-6161

Mr. Milton McCracken
SCPA
421-2680

Ms. Helena Paul
Douglass/Pleasant Ridge
961-1691/631-1292

Mr. Steve Skurow
Hughes
281-6150

Staff Representatives:

Dr. Zulfi Ahmad, Associate Director
Resource Planning and Development
369-4095

Mr. Jerry Braun
Staff Development Office
531-5599

Dr. Willis Holloway, Asst. Supt.
Department of Student Services
369-4860

Mr. Harry Skiff, Director
2315 Iowa Street
369-4662

Mr. Ed Spalter, Associate Director
Pupil Adjustment Office
369-4050

5/19/87

Parent Representatives

Mrs. Vivian Franklin
Woodward High School
351-7010

Mrs. Phyllis Hall
2828 Westbrook Dr.
Cinti., OH 45211
481-7542

Mrs. Peggy Hochstetler
3138 Penrose Pl.
Cinti., OH 45211
662-9361

Mrs. Betty Kuehner
1532 W. Northbend Rd. #213
Cinti., OH 45224
542-0933

Mrs. Sue Riddle
4241 Kirby Rd.
Cinti., OH 45223
681-4309

Mrs. Shirley Wilkinson
3626 Ravenwood Ave.
Cinti., OH 45213
531-7382

Systemwide Discipline Review Committee
Sub-Committee Assignments

1. Carry out a literature review and produce a summary report on school discipline in general and the pros and cons of corporal punishment specifically.

Members:	Dr. Zulfi Ahmad Mr. Jerry Braun Mrs. Sharon Goss Ms. Stephanie Houze Mrs. Betty Kuehner Mr. Milt McCracken Mr. Dennis McNeil Mrs. Louise Spiegel

Specific Sub-Committee Objectives

a. Do an ERIC search along with a review of other pertinent literature to sample the national trend of discipline programs in urban schools. Utilizing the same resources, study the pros and cons of corporal punishment and produce a summary report.

b. Produce a written report for distribution to the systemwide discipline review committee and to be used by the ad hoc coordinating committee.

c. Identify a representative from the sub-committee to serve on the ad hoc coordinating committee.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

2. Collect, analyze and summarize existing laws, policies and administrative procedures at the central level.

Members:
Mrs. Pat Johnson-Baker
Mrs. Phyllis Hall
Ms. Jaqueline Jordan
Mr. Ishton Morton
Mrs. Annie Orr
Ms. Helena Paul
Mr. Steve Skurow

Specific Sub-Committee Objectives

a. Produce a summary report that reflects the general philosophical and procedural tenets of the manner in which discipline is currently being administered in the Cincinnati Public Schools.

b. Identify discrepancies and inconsistencies among existing policies and/or procedures.

c. Review the Cincinnati Federation of Teachers/Cincinnati Public Schools' labor agreement for the purpose of determining the extent to which the contract mandates and/or influences discipline procedures and/or practices in the district.

d. Prepare a written report for dissemination to the full discipline review committee and to be used by the ad hoc coordinating committee.

e. Identify a sub-committee representative to serve on the ad hoc coordinating committee that will construct a draft of the final report for full committee consideration.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

3. Analyze and summarize the existing individual school discipline practice rules and philosophies.

Members:	Ms. Marlene Carter
	Mr. Tim Sippel
	Ms. Patricia Surber
	Mrs. Shirley Wilkinson
	Ms. Pat Zartman

Specific Sub-Committee Objectives

a. Collect, study and summarize the discipline practice rules and philosophies currently used by elementary, middle, junior and senior high schools in the district.

b. Produce a summary report reflecting similarities and dissimilarities among schools that are on the same organizational level (elementary, middle, junior, senior).

c. Make recommendations to the full committee that would address any perceived inequities and/or inconsistencies in individual school discipline practices.

d. Identify a committee representative to serve on the ad hoc coordinating committee that will construct the proposed final draft report.

5/18/87

Systemwide Discipline Review Committee
Sub-Committee Assignments

4. Complete a five year analysis of suspensions and expulsions in the Cincinnati Public School district.

Members:
Mr. Tom Armstrong
Mrs. Vivian Franklin
Mrs. Peggy Hochstetler
Mr. Alan James
Mr. Dennis Matthews
Mr. Benn McNeill
Mr. Michael Sierschula

Specific Sub-Committee Objectives

a. Analyze data in these areas and determine the following:

   1) Schools that have ranked high in the list of suspensions/expulsions over a five year period.

   2) The primary causes of suspensions/expulsions across the district by organizational levels (elementary, middle, junior, senior)

   3) The five year trend of suspension/expulsions by gender, race, grade level, etc.

   4) The major causes of suspensions/expulsions by gender and race.

   5) Highlight any disparities between individual schools that serve a common socio-economic population.

b. Produce a statistical report for the information of the general committee and for use by the ad hoc coordinating committee.

c. Produce a statistical analysis report for use by the general committee and the ad hoc coordinating committee.

d. Identify a person to represent the sub-committee on the ad hoc coordinating committee.

5/18/87

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Systemwide Discipline Review Committee
Sub-Committee Assignments

5. Review the discipline program, philosophies, policies and practices of school districts contiguous to Cincinnati.

Members:	Dr. Lionel Brown Mr. Roger Burgess Ms. Ellen Cook Mr. George Jones Mrs. Sue Riddle Mr. Harry Skiff

Specific Sub-Committee Objectives

a. Contact and collect basic information related to the school district's discipline program from all contiguous districts.

b. Review the information to determine what are the major philosophical and/or procedural tenets inherent in the district's discipline program.

c. Produce a written report with information for the general committee and for use by the ad hoc coordinating committee.

d. Identify a committee representative to serve on the ad hoc coordinating committee.

5/18/87

APPENDIX J

SPECIAL REPORT OF THE SUPERINTENDENT (cont.)

Students at Risk Data Base

Estimate of Computer Services Yearly Costs

1986-87 to 1990-91

	Development	Maintenance	Total
1986-87	$ 68,000	$ 16,800	$ 84,800
1987-88	109,675	31,150	140,825
1988-89	60,125	81,635	141,760
1989-90	-0-	74,670	74,670
1990-91	-0-	74,670	74,670
Total	$ 237,800	$ 278,925	$ 516,725

Total Cost after	
1 year	$ 84,800
2 years	225,625
3 years	367,385
4 years	442,055
5 years	516,725

Pilot Schools

One elementary and one middle/junior high school will be established as pilot schools for the purpose of exploring new local school organizational approaches and programs for students at risk. $50,000 per school will be allocated for this purpose for each of the next five years.

Total cost: $500,000.

Additional Cost Factors

Numerous programs have been suggested for which funds are unavailable. I recommend the following programs be considered in relation to future tax levy efforts:

	Estimated Cost Per Year
1. Comprehensive Summer School	$ 500,000
2. Improved Services for Pregnant Girls (cost/unit)	100,000
3. Provide counseling services to elementary schools and improve secondary counseling services	2,000,000
4. Redesign the program at McMillan Center	250,000
5. Pre-school for all high risk students (cost/unit)	50,125
6. All day kindergarten	1,700,000
7. A 300/1 counselor ratio in secondary schools	612,000
8. Reduction in primary class size (15-18)	7,700,000
9. Visiting teacher expansion (50 percent)	500,000
10. Social skills expansion (100 percent)	1,000,000
11. Alternative discipline programs--Saturday school, intervention class (cost/unit)	7,500
12. Free teacher for instruction (one period/day) a. reduce paper work b. release time c. more preparation time d. clerical assistance	15,000,000

Raymond J. Brokamp
Superintendent of Schools

J-2

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS
Office of the Superintendent

RECEIVED
JUL 16 1986
Secondary Education

TO: Paul Piazza

FROM: Raymond J. Brokamp

DATE: July 15, 1986

RE: Computer Services for Students at Risk

At the meeting of the Board of Education on July 14, 1986, approval was provided to proceed with our plan for improving computer services in relation to students at risk.

Accordingly, I understand that development activity will proceed immediately with the prospect that $84,800 will be required during the 1986-87 school year. Please add that amount to your budget. By copy of this memo, I am advising Shirlee Williams to set aside that amount for 1986-87 as well as the amount specified for the succeeding four school years through 1990-91 from Bronson Funds to be made available during that period.

Paul, I wish to emphasize the importance of meeting the deadlines outlined in your proposal. Without doubt, there are several elements of the community and at least two Board Members who have serious doubt about the wisdom of spending additional funds in this fashion. Delays and excuses are going to be difficult for me or anyone else to handle in that context.

I suggest contact be made with your counterpart in Columbus for the purpose of determining any additional noncost advantages we may be able to gain from an examination of their plan.

Best wishes for success in this important endeavor. Please advise me of any assistance I may provide.

RJB:ghm

CC: Lynn E. Goodwin
Shirlee Williams

BRONSON SUIT SETTLEMENT
1984-85 COMPONENT BUDGET SUMMARY
(ACTUAL)

Revised: 3/10/87

PERSONNEL C	PERSONNEL CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV.	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	4	2.67			1	2		1		13	0	
		CS -	1	2	2	2	3	5	5		1		17	0	
		PERSONNEL													
24.67		Cert. Salaries	42987	111170	175379			34032	63002		32345		366423		825338
		Cert. Non-Salary									16826		44249		61075
		Consultants (Facil.)												14000	14000
		Substitutes													0
	38	CIVIL SERVICE SALARIES	3330	20247	27630	57025	34374	58295	13941		9305		120510		344657
		Non-Salary							36708		582				37290
		FRINGE BENEFITS	9552	29798	41869	11761	7089	19042	23439		13288		119516		275354
24.67	38	PERSONNEL TOTALS	55869	161215	244878	68786	41463	111369	137090	0	72346	0	650698	14000	1557714
		NON-PERSONNEL													
		Sundry Supplies													0
		Supplies	411	69395	9414		43253	1310	73903		5481		16196		219363
		Mileage													0
		Prof. Meetings			567		317	1410	495		8788				11577
		Miscellaneous		1883							2524				4407
		Supp. Books		299									76368		76667
		Equipment													
		Additional		199776				170			34534		66761		301241
		Replacement						165							165
		Repair													0
		UNALLOCATED				33365									33365
		RENOVATION								1107959					1107959
		NON-PERSONNEL TOTALS	411	271353	9981	33365	43570	3055	74398	1107959	51327	0	159325	0	1754744
		GRAND TOTALS	56280	432568	254859	102151	85033	114424	211488	1107959	123673	0	810023	14000	3312458

J-3

**Pupils Transported: 144

CALENDAR YEAR BRONSON RESERVE

Begin Balance 1/1/84	0
Bronson Advances	2300000
Bronson Expenses	1324983
Ending Balance 12/31/84	975017

SCHOOL YEAR BRONSON RESERVE

Begin Balance 7/1/84	0
Bronson Advances	2300000
Bronson Expenses	3312458
Ending Balance 6/30/85 (Reserve)	-1012458

OFFICES OF BUDGET AND ACCOUNTING/ALTERNATIVES

BRONSON SUIT SETTLEMENT
1985-86 COMPONENT BUDGET SUMMARY
(ACTUAL)

Revised: 3/10/87

PERSONNEL C	PERSONNEL CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	21.25	3.17		0	1	2		1		13	0	
		CS -	1	10	2	3	2	5	3.2		1		14.5	0	
		PERSONNEL													
42.42		Cert. Salaries	51422	587948	154892			39869	73930		28850		391986		1328897
		Cert. Non-Salary		21497				12043			36065		20859		90464
		Consultants (Facil.)												46713	46713
		Substitutes													0
	41.7	CIVIL SERVICE SALARIES	17755	78177	32188	58689	44647	66681	10308		13279		114972		436696
		Non-Salary		34							13055				13089
		FRINGE BENEFITS	15631	155377	42270	13261	10088	26796	19034		20618		118431		421506
42.42	41.7	PERSONNEL TOTALS	84808	843033	229350	71950	54735	145389	103272	0	111867	0	646248	46713	2337365
		NON-PERSONNEL													
		Sundry Supplies													0
		Supplies	2195	59747	1778		52133	4408	2382		1765		2199	365	126972
		Mileage													0
		Prof. Meetings	470		4861		514	1728	652						8225
		Miscellaneous			4951						12420				17371
		Supp. Books		107139									95922		203061
		Other									4001				4001
		Equipment													
		Additional	723	262754	617		2898	614			1282		14365		283253
		Replacement						1005			118				1123
		Repair													0
		UNALLOCATED				479361									479361
		RENOVATION								429551					429551
		NON-PERSONNEL TOTALS	3388	429640	12207	479361	55545	7755	3034	429551	19586	0	112486	365	1552918
		GRAND TOTALS	88196	1272673	241557	551311	110280	153144	106306	429551	131453	0	758734	47078	3890283

J-4

**Pupils Transported: 1020

CALENDAR YEAR BRONSON RESERVE	
Begin Balance 1/1/85	975017
Bronson Advances	4500000
Bronson Expenses	3543588
Ending Balance 12/31/85	1931429

SCHOOL YEAR BRONSON RESERVE	
Begin Balance 7/1/85	-1012458
Bronson Advances	10745000
Bronson Expenses	3890283
Ending Balance 6/30/86 (Reserve)	5842259

OFFICES OF BUDGET AND ACCOUNTING/ALTERNATIVES

BRONSON SUIT SETTLEMENT
1986-87 COMPONENT BUDGET SUMMARY
(Estimated/Actual)

Revised: 3/10/87

PERSONNEL C	PERSONNEL CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	42.2	3.87		0	1	2		1		13	0	
		CS -	1	12	2	3	2.4	5	3.2		1		14.5	0	
		PERSONNEL													
64.07		Cert. Salaries	53394	1115616	130582			41729	89846		39555		335546		1806268
		Cert. Non-Salary		19015	55135			8000			54000		10294		146444
		Consultants (Facil.)												30000	30000
		Substitutes													0
	44.1	CIVIL SERVICE SALARIES	18821	106884	31908	79397	59521	75629	40515		14720		122985		550380
		Non-Salary		59	4080								896		5035
		FRINGE BENEFITS	16360	281278	50227	17987	13484	28400	29533		24530		106415		568214
64.07	44.1	PERSONNEL TOTALS	88575	1522852	271932	97384	73005	153758	159894	0	132805	0	576136	30000	3106341
		NON-PERSONNEL													
		Sundry Supplies													0
		Supplies	2600	9620	12000		66700	4000	1200		19941		75863	100	192024
		Mileage	850		5000		500	2500	1500						10350
		Prof. Meetings	1300	3180	5000			1250							10730
		Miscellaneous	875	202560	5000				40000		10000		2500	20803	281738
		Supp. Books		35860							5000		716		41576
		Equipment													
		Additional	800	282476	1000			500	500				218800		504076
		Replacement													0
		Repair	200	1150	1000		2500	1000							5850
		UNALLOCATED				508123						184800			692923
		RENOVATION								542400					542400
		NON-PERSONNEL TOTALS	6625	534846	29000	508123	69700	9250	43200	542400	34941	184800	297679	20903	2281667
		GRAND TOTALS	95200	2057698	[illegible]932	605507	142705	163008	203094	542400	167746	184800	874015	50903	5388008

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**Pupils Transported: 2086

CALENDAR YEAR BRONSON RESERVE	
Begin Balance 1/1/86	1931429
Bronson Advances	8745000
Bronson Expenses	4489373
Ending Balance 12/31/86	6187056

SCHOOL YEAR BRONSON RESERVE	
Begin Balance 7/1/86	5842259
Bronson Advances	7000000
Bronson Expenses	5388008
Ending Balance 6/30/87 (Reserve)	7454251

OFFICES OF BUDGET AND ACCOUNTING/ALTERNATIVES

BRONSON SUIT SETTLEMENT
1987-88 COMPONENT BUDGET SUMMARY
(Projected)

Revised: 5/20/87

PERSONNEL C	CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	42.79 ~~40.4~~	4.07		0	1	3		1		11	0	
		CS -	1	14	2	3	2.4	4	5		1		15	0	
		PERSONNEL													
69.47		Cert. Salaries	56016	1,140,920 ~~1406961~~	144,378 ~~158878~~			42735	89180		41550		346684		2142004
		Cert. Non-Salary		~~13400~~	40650			8536			53000				115592
		Consultants (Facil.)		5093										30000	30000
		Substitutes									500				500
	47.4	CIVIL SERVICE SALARIES	21544	122584	33637	82834	69219	73605	51168		17506		128795		600892
		Non-Salary			4065		813								4878
		FRINGE BENEFITS	17840	291,777 ~~354885~~	51229 ~~54564~~	19052	16106	28722	32280		25887		90887		640217
69.47	47.4	PERSONNEL TOTALS	95400	~~1897830~~ 1,560,374	273,959 ~~291794~~	101886	86138	153598	172628	0	138443	0	566366	30000	3534083
		NON-PERSONNEL													
		Sundry Supplies											70808		70808
		Supplies	2975	620	9000		7500	7000	1500		1000			150	29745
		Mileage	1000		5000		500	2000	1500						10000
		Prof. Meetings	1500	1180	5000		35,400	2000							9680
		Miscellaneous	900	95,210 ~~130445~~	8000		55400		7500		12000			22350	236595
		Supp. Books		~~27100~~ 30400							5000				42100
		Equipment													
		Additional	500	30803	1000		1000	200	500				8628		42631
		Replacement													0
		Repair	425	1650	1000			200							3275
		UNALLOCATED				869452						+ 58M Carryover 240825			1110277
		RENOVATION								570,524 ~~540000~~					540000
		NON-PERSONNEL TOTALS	7300	160,363 ~~201798~~	29000	869452	64400	11400	11000	570,524 ~~540000~~	18000	240825	79436	22500	2095111
		GRAND TOTALS	102700	~~2099628~~ 1,720,737	~~320794~~ 302,959	971338	150538	164998	183628	~~540000~~ 570,524	156443	240825	645802	52500	5629194

**Pupils Transported: 2511

1268.597

CALENDAR YEAR BRONSON RESERVE	
Begin Balance 1/1/87	6187056
Bronson Advances	7000000
Bronson Expenses	5435574
Ending Balance 12/31/87	7751482

SCHOOL YEAR BRONSON RESERVE	
Begin Balance 7/1/87	7454251
Bronson Advances	7000000
Bronson Expenses	5629194
Ending Balance 6/30/88	8825057

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BRONSON SUIT SETTLEMENT
1988-89 COMPONENT BUDGET SUMMARY
(Projected)

Revised: 3/10/87

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PERSONNEL C	PERSONNEL CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV·	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	57.9	2.27		0	1	3		1		0	0	
		CS -	1	15	2	3	2.4	4	5		1		0	0	
		PERSONNEL													
66.17		Cert. Salaries	58257	1714366	90392			44444	92747		43212				2043418
		Cert. Non-Salary		13341	40453			8877			55120				117791
		Consultants (Facil.)												30000	30000
		Substitutes									520				520
	33.4	CIVIL SERVICE SALARIES	22406	136594	34813	86147	71988	76549	53215		18206				499918
		Non-Salary			4045		846								4891
		FRINGE BENEFITS	18554	439975	40050	19814	16750	29871	33571		26922				625507
66.17 *	33.4 *	PERSONNEL TOTALS	99217	2304276	209753	105961	89584	159741	179533	0	143980	0	0	30000	3322045
		NON-PERSONNEL													
		Sundry Supplies													
		Supplies	2625	620	9000		7500	7000	1500		1000			150	29395
		Mileage	1000		5000		500	2000	1500						10000
		Prof. Meetings	1500	1180	5000			2000							9680
		Miscellaneous	900	35926	8000		55400		7500		12000			21050	140776
		Supp. Books									5000				5000
		Equipment													
		Additional	500		1000		1000	200	500						3200
		Replacement													0
		Repair	200	650	1000			200							2050
		UNALLOCATED				1093179						241760	650000		1984939
		RENOVATION													0
		NON-PERSONNEL TOTALS	6725	38376	29000	1093179	64400	11400	11000	0	18000	241760	650000	21200	2185040
		GRAND TOTALS	105942	2342652	238753	1199140	153984	171141	190533	0	161980	241760	650000	51200	5507085

*Does not include LAS.
**Pupils Transported: 2921

CALENDAR YEAR
BRONSON RESERVE

Begin Balance 1/1/88	7751482
Bronson Advances	7000000
Bronson Expenses	5506987
Ending Balance 12/31/88	9244495

SCHOOL YEAR
BRONSON RESERVE

Begin Balance 7/1/88	8947329
Bronson Advances	7000000
Bronson Expenses	5507085
Ending Balance 6/30/89	10440244

BRONSON SUIT SETTLEMENT
1989-90 COMPONENT BUDGET SUMMARY
(Projected)

Revised: 3/10/87

PERSONNEL C	CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV·	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	58.15	2.27		0	1	3		1		0	0	
		CS -	1	15	2	3	2.4	4	5		1		0	0	
		PERSONNEL													
66.42		Cert. Salaries	61170	1807857	94529			46666	97384		45373				2152979
		Cert. Non-Salary		13288	16116			9321			57876				96601
		Consultants (Facil.)												30000	30000
		Substitutes									546				546
	33.4	CIVIL SERVICE SALARIES	23526	143424	36406	90454	75587	80376	55876		19116				524765
		Non-Salary			4029		888								4917
		FRINGE BENEFITS	19482	473461	36410	20805	17588	31365	35250		28268				662629
66.42 *	33.4 *	PERSONNEL TOTALS	104178	2438030	187490	111259	94063	167728	188510	0	151179	0	0	30000	3472437
		NON-PERSONNEL													
		Sundry Supplies													
		Supplies	2625	620	9000		7500	7000	1500		1000			150	29395
		Mileage	1000		5000		500	2000	1500						10000
		Prof. Meetings	1500	1180	5000			2000							9680
		Miscellaneous	900	37436	8000		55400		7500		12000			21050	142286
		Supp. Books									5000				5000
		Equipment													
		Additional	500		1000		1000	200	500						3200
		Replacement													0
		Repair	200	1150	1000			200							2550
		UNALLOCATED				1190137						174670	650000		2014807
		RENOVATION													0
		NON-PERSONNEL TOTALS	6725	40386	29000	1190137	64400	11400	11000	0	18000	174670	650000	21200	2216918
		GRAND TOTALS	110903	2478416	216490	1301396	158463	179128	199510	0	169179	174670	650000	51200	5689355

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*Does not include LAS.
**Pupils Transported: 2986

CALENDAR YEAR
BRONSON RESERVE

Begin Balance 1/1/89	9244495
Bronson Advances	5455000
Bronson Expenses	5579993
Ending Balance 12/31/89	9119502

SCHOOL YEAR
BRONSON RESERVE

Begin Balance 7/1/89	10440244
Bronson Advances	955000
Bronson Expenses	5689355
Ending Balance 6/30/90	5705889

BRONSON SUIT SETTLEMENT
1990-91 COMPONENT BUDGET SUMMARY
(Projected)

Revised: 3/10/87

PERSONNEL C	PERSONNEL CS		ADM ASST OFFICE	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1	58.42	2.27		0	1	3		1		0	0	
		CS -	1	15	2	3	2.4	4	5		1		0	0	
		PERSONNEL													
66.69		Cert. Salaries	64840	1925226	99719			49466	103227		48095				2290573
		Cert. Non-Salary		13223	16039			9880			61349				100491
		Consultants (Facil.)												30000	30000
		Substitutes									579				579
	33.4	**CIVIL SERVICE SALARIES**	24938	152029	38405	95881	80122	85199	59229		20263				556066
		Non-Salary			4010		941								4951
		FRINGE BENEFITS	20651	516348	39067	22053	18643	33247	37365		29964				717338
66.69*	33.4*	**PERSONNEL TOTALS**	110429	2606826	197240	117934	99706	177792	199821	0	160250	0	0	30000	3699998
		NON-PERSONNEL													
		Sundry Supplies													
		Supplies	2625	620	9000		7500	7000	1500		1000			150	29395
		Mileage	1000		5000		500	2000	1500						10000
		Prof. Meetings	1500	1180	5000			2000							9680
		Miscellaneous	900	37436	8000		55400		7500		12000			21050	142286
		Supp. Books									5000				5000
		Equipment													
		Additional	500		1000		1000	200	500						3200
		Replacement													0
		Repair	200	1150	1000			200							2550
		UNALLOCATED				1261867						174670	650000		2086537
		RENOVATION													0
		NON-PERSONNEL TOTALS	6725	40386	29000	1261867	64400	11400	11000	0	18000	174670	650000	21200	2288648
		GRAND TOTALS	117154	2647212	226240	1379801	164106	189192	210821	0	178250	174670	650000	51200	5988646

*Does not include LAS.
**Pupils Transported: 2986

CALENDAR YEAR BRONSON RESERVE	
Begin Balance 1/1/90	9119502
Bronson Advances	0
Bronson Expenses	5809071
Ending Balance 12/31/90	3310431
1991 Bronson Expenses	3593188
Ending Balance 6/30/91	-282757

SCHOOL YEAR BRONSON RESERVE	
Begin Balance 7/1/90	5705889
Bronson Advances	0
Bronson Expenses	5988646
Ending Balance 6/30/91	-282757

APPENDIX K

Minutes of the Communitywide Task Force Meeting held September 8, 1986 at 7:30 p.m. at the Community Chest Building, Room 423.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, and Louise Spiegel. Those not present were Halloway C. Sells, Monty Whitney, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present.

William Seitz, as co-chair, opened the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

It was suggested that since most of the committees did not meet over the summer, that the committee reports be eliminated at this meeting.

Karla Irvine did, however, report on the Coordinating Committee, which gives an overview of what is happening in the system to achieve the goals of the Settlement Agreement. She wanted to mention two things that took place at the last meeting. 1) There was some discussion on looking at Taeuber neutrals and perhaps revising that policy. 2) The Paideia School in Kennedy Heights is now racially balanced and has a white waiting list, which is a real plus; and Roll Hill is not only racially balanced, but the total enrollment is also surprisingly high. Karla also mentioned that John Brunner of the Communications Branch expressed a concern on the close coordination and oversight by the Task Force with regard to the public relations firm.

The status of the proposal was then discussed. Nelson Schwab advised that the final draft of the proposal had been submitted to the Greater Cincinnati Foundation. He said that basically the format was the same. As far as accountability goes, the Foundation was advised that a special committee of four was appointed so that the firm would not be dealing with the entire Task Force. Bob Brown will deal with the approval of disbursements; Karla Irvine, the coordination of volunteer efforts; Nelson Schwab, Jr., liaison between the public relations firm and the Communications Branch of Cincinnati Public Schools; and Chuck Sells, review of program proposals. Mr. Schwab stated that the proposal will go to the Distribution Committee of the Foundation on September 23rd. Mr. Schwab pointed out that nothing will actually be done by the special committee until it is brought back to the Task Force for its approval. Bob Brown is going to draw up a little contract with the public relations firm. A copy of the final draft of the proposal will be sent to the Task Force members along with the minutes.

Dr. Evans advised the Task Force that the school system has produced a new slide show which needs to be seen by the Task Force members. It is the best thing that they have done thus far. Chuck Sells also viewed the show and will vouch for it. The slide show requires a three-screen projection, and perhaps it would be best if arrangements could be made to have the next Task Force meeting in October at the Education Center so that the slide show can be viewed at that time. The Task Force was in agreement with this suggestion.

Dr. Evans also suggested that the new superintendent be invited to the November meeting. This would give her a little extra time to get situated in her new assignment. He also felt that Nikki Perkins could be invited to the October meeting so that she can take back to the new superintendent what we would like to discuss with her when she attends the November meeting. Dr. Evans will see that the new superintendent gets the November meeting on her agenda, but felt that a letter of invitation from the Task Force would be nice.

The Low Achieving Schools Assessment prepared by the Office of the Facilitator was then discussed. Dr. Evans said that approximately 21 schools, of which 7 are the low achieving schools, now have the School Improvement Program (SIP) in place. The 7 low achieving schools have an expanded version of the SIP program, with the major difference being the impact of the Bronson Settlement and the access to the Bronson Settlement funds that were set aside for these special schools. The test reporting procedures were also discussed and it was pointed out that the improvements in the schools are on the basis of NCEs (normal curve equivalents) and not as reflected by performance as measured on the national norm. The discussion of the report seemed to generate consensus from the Task Force about the extreme importance of strong leadership at the building level. The Task Force seemed to support the report's recommendation that the Board research those factors that seem to lead to increased achievement among some of the CPS buildings. Questions were raised relative to the distribution of the report. The Task Force felt that a broader utilization of the data contained in the report might be beneficial. A meeting is being scheduled with editorial staff of Cincinnati newspapers with the co-chairs and the Facilitator.

There was a general discussion of the Board's Long Range Planning Committee and its potential status. The Task Force members expressed continued interest in Task Force involvement in the process, and determined that subsequent to the 1986-87 enrollment figures, will communicate with the Board relative to long range planning activities.

Louise Spiegel raised the issue of the potential duplication between the involvement with the Communications Committee and the potential emergence of the new proposal group. It was agreed by the chair that subsequent to the organization of a Proposal Committee, that the Task Force need not be represented on the Communications Committee.

There was general concern about the role of the Task Force representatives serving on committees and the lack of directional input that representatives can take to the various committees. This issue will be addressed at the planning session scheduled for the next meeting.

Cheryl Grant felt that the Task Force needs to focus on some goals for the next nine months, rather than spend each month creating an agenda. It was decided that at the next meeting the Task Force will decide what strategy it wants to take for the next year. The Task Force will then be able to plan its sessions and agenda to meet those goals.

Duane Holm suggested that the Task Force view the slide show first, and that the last half hour be assigned to Nikki Perkins to advise her what we would like for her to take back to the new superintendent, with the intervening block of time being spent on what each of the members wants the Task Force to accomplish by June. Each member should come to the meeting with at least one specific contribution.

It was also the Task Force's opinion that Nelson Schwab invite Cliff Woycke to the next meeting so that he can also view the slide show and give the Task Force a progress report as to where they are.

The meeting was then adjourned.

The next Task Force meeting is scheduled for October 6, 1986, at 7:30 p.m. at the EDUCATION CENTER, 230 E. NINTH STREET, CINCINNATI, OHIO 45202, in the 12th floor auditorium.

Minutes of the Communitywide Task Force Meeting held Monday, October 6, 1986, at 7:30 p.m. at the Education Center, 230 East Ninth Street, Cincinnati, Ohio, in the 12th floor auditorium.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, and Monty Whitney. Duane Holm, Karla Irvine, and Dwight Wilkins were not present. Dr. Robert Evans, the Facilitator, was also present.

The Task Force members, along with the new Superintendent, Dr. Lee Etta Powell, viewed the slide show "Share the Success" presented by John Brunner, Bob Ohr, and Monica Curtis. The Superintendent briefly addressed the members at the conclusion of the slide show.

Cheryl Grant chaired the meeting.

Cheryl Grant advised the members that a letter was received from the Greater Cincinnati Foundation awarding the $100,000 grant to the Task Force over a two-year period. However, the Foundation was not in agreement with item #2 of the synopsis regarding funds being disbursed through the Citizens for a Better Hamilton County, Inc. entity. The Task Force is to present vouchers, invoices, or statements formally approved by a member or members of the Task Force, and the Foundation will issue the payments directly that are to be made against the grant. The Task Force should advise the Foundation in the immediate future as to the name or names of the members who will approve all expenditures for payment. Following this procedure, it will not be necessary for the above entity mentioned. The Foundation is also requiring a nine-month follow-up report bringing them up-to-date on the Task Force's activities.

There was some discussion on the responsibilities of the proposal subcommittee, and it was decided that the subcommittee will proceed as set forth in last month's minutes.

A letter will be sent to the Greater Cincinnati Foundation advising them that Robert S Brown will be the member authorized by the Task Force to certify and approve all vouchers that would be sent to them for payment.

The Foundation has also suggested that the Task Force might want to make some type of public announcement regarding the grant, sending them copies of any newspaper stories, announcements, etc. resulting therefrom. There was some discussion on this subject. Nelson Schwab made a motion to authorize the co-chairs to use the proposal synopsis that was submitted to the Greater Cincinnati Foundation as the basis for a press release announcing the award of the $100,000 grant by the Greater Cincinnati Foundation over a two-year period, and also registering the Task Force's thanks for awarding the grant. This motion was seconded by Louise Spiegel and unanimously carried.

Cheryl Grant highlighted some things in a letter addressed to the Goals and Long Range Planning Steering Committee and written by Virginia L. Rhodes. Ms. Rhodes wanted to share some of the recommendations that she would be willing to support inasmuch as she has not had an opportunity to become involved. It was her opinion that the integrity of the neighborhood school program had to be rebuilt, while preserving excellence that exists in the magnet system. To accomplish this, she felt that three areas had to be addressed. 1) Student Mobility - She would support a September Assignment. This means that the school where a child started in September would remain that child's assigned school for the entire school year in order to keep that student in a continuous learning involvement. 2) Advanced Course Offerings in Neighborhood Schools - Advanced academic courses should be offered in all high schools rather than just specially appointed schools. 3) Enrollment Incentives - An Integrated Neighborhood School (INS) could be created. This would be a category of schools representing something close to Taeuber balancing and providing funds similar to those provided an alternative program. All-day kindergarten and gifted and talented programs placed in every neighborhood school would also be an incentive. If any member wished to review the letter, they could do so at the end of the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Dr. Evans advised the Task Force that he met with the editorial staff of the Cincinnati Post and discussed certain issues pertaining to his Low Achieving Schools Assessment report. A copy of the newspaper article which resulted from that meeting will be sent to the members along with the minutes.

Cliff Woycke was on vacation, so Roger True was present to give the Task Force a brief progress report. He introduced to the members a new member of their firm, Marilyn K. Baughman, and distributed a copy of her resume. Mr. True said that they were waiting for the announcement of the grant before they could go ahead. They did do a subjective type of survey, nothing objective, which will help them direct a more formalized evaluation. They also reviewed Tuchfarber's survey, and have set up a meeting with John Brunner of the Communications Branch for next Wednesday morning. They are presently gathering all the data that they don't already have, so that very firm plans can be made. Chuck Sells suggested that a meeting with the proposal subcommittee might be helpful prior to the firm's meeting with John Brunner.

The Task Force then discussed the issues that they would like the new Superintendent to address at the next meeting. They are: 1) Express her observations and the challenge she has set for this community. 2) The Task Force would like to have a sense of her response to Cincinnati--why she accepted the position in the first place would be interesting. 3) Give her interpretation of the Bronson settlement and what her expectations are. 4) Talk about her experience in Maryland, such as what did she do and what did they have there. How would she take this kind of system and get the kind of involvement that she had in Montgomery County. 5) If the preliminary figures on the Taeuber Index computation have not already been received by the Task Force, possibly she could bring them with her to the meeting.

The next item on the agenda was the discussion of where the Task Force would meet next month. Bob Brown made a motion that the Task Force meet at the Community Chest Building. This motion was seconded by Monty Whitney and carried. Since Karla Irvine is out of town, Paul Mecklenborg's office will be contacted and arrangements made for meeting there next month.

Marilyn Hoehne reported that the Alternative Schools Committee did meet in September. The committee will not meet again until the Long Range Planning Steering Committee has completed its report which will not be available until about October 24th. However, in the meantime Magnet Schools Assistance Act applications are now being accepted, so Cincinnati Public Schools will again apply for these funds.

Louise Spiegel said that she appeared before the Board of Education members last Monday to express encouragement to have the administration look into counselors at the elementary school level. The school system recognizes the importance of this, but other things continue to take priority and elementary school level counselors were left out of this year's operating budget. Two programs did get to remain before the budget was adopted. They were the Dial-A-Teacher Program and the Drug Education Program.

Dr. Evans passed out a 1986-87 Detail Budget Presentation together with Summary to all members present. He also advised the Task Force that Ron Nieman will be back in town looking into the report that will be due for Year Two of the Bronson Settlement. He hopes to bring him along to the November meeting to meet the members.

Louise Spiegel advised the Task Force that Karla Irvine addressed a community issues forum at Christ Church on discrimination practices. She said that Karla did an excellent job.

Goal setting, which was an item on the agenda for tonight's meeting, will be postponed until the Task Force has had the opportunity to meet with the new Superintendent.

The Settlement Agreement Status Report as of September 15, 1986, stated, under Item 14, that 75.6% of the students suspended at the elementary level were black. The black enrollment at the elementary level was 57.54%. With this in mind, Cheryl Grant advised the Task Force that a Forum entitled "Black Families - The Crisis, Challenge, Collaboration" is going to be held on November 7 and 8, 1986, and one of the issues to be discussed at roundtable with be the "Plight of the Young Black Male." The other two issues are "Teenage Pregnancy" and Economic and Social Collaboration Between Cultures." Carl T. Rowan, a Washington-based journalist, will be the keynote speaker. If the Task Force members know of anyone who would be interested in participating in this forum, please let Cheryl Grant know and she will see that they receive some information regarding the forum.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, November 3, 1986, at 7:30 p.m. at the Community Chest Building, Room 409, located at 2400 Reading Road, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, November 3, 1986, at 7:30 p.m. at the Community Chest Building, Room 409, located at 2400 Reading Road, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, and Monty Whitney. Louise Spiegel and Dwight Wilkins were not present. Dr. Robert Evans, the Facilitator, was also present, along with Dr. Lee Etta Powell, Adoria Perkins, Ronald Nieman, and Cliff Woycke.

Dr. Lee Etta Powell was welcomed by the Task Force and everyone present introduced themselves to her.

Dr. Powell then addressed the issues requested of her by the Task Force. Her first impression of Cincinnati was that the landscape at night was very beautiful. She perceives a sort of cosmopolitan flair about Cincinnati, and she is particularly impressed with the opportunities for exposure to culture, which she views as an important part of an education. She recognizes, however, that the school district is not without problems, and she did not come into Cincinnati thinking that it was trouble free. She said that she has been in education a long time and was very comfortable in Montgomery County. It is easier to leave a place when you love it. Leaving, however, was not easy, but it was timely from the standpoint of being there for fifteen years and having made a contribution. The consultant firm hired by the school board was very persuasive; they sold the city in very glowing terms. She felt that Cincinnati would be a challenge and hopes to make a contribution here also.

As to school desegregation, the only difference between Montgomery County, Maryland, and what is happening here in Cincinnati is that Montgomery County did not have either a court or out-of-court settlement. They proceeded to do something about reducing racial isolation in the schools before there was a problem. She feels very positive about the settlement expectations and the fact that the school district will meet the targets set for 1991. She realizes that it must be monitored very closely. The Long Range Planning Committee is putting together its recommendations which will be tested first. The Board of Education will make the final decisions and that should occur in February.

With regard to her Maryland experience and the kind of involvement that she had there, she recognizes that each school district is unique. Cincinnati has a lot of community involvement through LSACs, PTAs, groups such as this Task Force, as well as involvement of the business community. However, there are still those hard to reach parents who we would like to get involved in order to have a positive effect on what happens to children in school. At the local school level in Maryland, strategies are being developed for getting to hard to reach parents. Strategies would vary from one community to the other. In Maryland they used Greek fraternities, churches, the NAACP, and through these groups, were able to get community volunteers. They also went to retirement homes. They make great volunteers. They like working in the schools and the schools loved them. She is thinking in that regard as far as Cincinnati is concerned.

The subject of whether neighborhood schools were receiving their fair share of school system resources and whether or not the programs offered in neighborhood schools were substantive in comparison with alternative schools was brought up. Dr. Powell advised that a strong and equitable basic instructional program for all students should be offered in all schools.

Dr. Powell advised that no preliminary figures on the Taeuber Index were available at this time. She also mentioned that since she has become Superintendent she has attended some of the Long Range Planning Committee sessions where she has presented some points of view as well as raised some questions. She stated that the school system was not out of ideas or suggestions as to how it would meet the Settlement Agreement requirements.

The disproportionate number of minority suspensions was also a concern in Maryland. The issue needs to be researched, such as looking at the type of behavior or infraction resulting in a suspension, and the climate within the school which could cause the youngsters to behave in such a way as to be suspended. The training received does not often provide us with the kinds of skills necessary to handle this type of youngster. We need to help the staff to develop another sensitivity to students to cause the students to react in a different way.

Bob Brown said that the Audit Committee will be checking the accuracy of the enrollment statistics and was wondering if that committee will have the same cooperation that was promised by the previous superintendent. Dr. Powell said there was no problem and that they were public records.

The subject of strong leadership moving to central administration was discussed. Some schools don't perform as well as other schools given the same program environment. Dr. Powell stated that all children can learn under the right conditions. An analysis or study of a school that is not doing well needs to be done first to ascertain the contributing factors as to why the kids are not learning. Then strategies need to be developed on the issues that are found before any decision on leadership can be made.

Dr. Evans was wondering what Dr. Powell's views were regarding cross-district transfers. Dr. Powell said that the numbers of the school system will tell which direction it needs to turn--whether or not it needs to resort to cross-district transfers. In our particular instance, she does not believe that this will be necessary. She feels that early childhood education is imperative for some youngsters, and important for others. With regard to health clinics, she said that in Maryland each high school has an attending nurse provided by the Health Department, and they are a valuable resource to the schools. Dr. Powell felt that desegregation needs to be viewed in a positive sense, and a multi-racial understanding in the schools is important. Inservice training for staff as well as community LSACs and PTAs would be a good vehicle for that to occur.

The Task Force thanked Dr. Powell for coming and looked forward to a long relationship with her and the city of Cincinnati.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Cliff Woycke gave a brief update as to what is going on. He said that an interim report was submitted to the proposal subcommittee, and that by the next meeting they will be able to share some preliminary recommendations and programs with the Task Force. Mr. Woycke stated that he will be meeting for the third time with the Communications Branch on Wednesday of this week. It was suggested that the firm could forge ahead with the promotion of existing programs to preschool parents, as the Task Force felt that this could not be in odds with anything that the school system is doing.

Dr. Evans wanted the Task Force to meet Ron Nieman who has been brought in about twice a year to help compile information. He hopes to have ready by the end of November or the first part of December a report on last year's accomplishment by the district in terms of meeting the Bronson. It is difficult to make a judgment as to how things are going until the Taeuber Index figures are available.

Marilyn Hoehne mentioned that there will be a press conference on November 17th to announce this year's merit schools.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, December 1, 1986, at 7:30 p.m. at the Community Chest Building, Room 423-24, located at 2400 Reading Road, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, December 1, 1986, at 7:30 p.m. at the Community Chest Building, Room 423-24, located at 2400 Reading Road, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Marilyn Hoehne, Duane Holm, Karla Irvine, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, and Louise Spiegel. Those not present were: Cheryl D. Grant, Patricia Johnson-Baker, Lillian Jones, Monty Whitney, and Dwight Wilkins. Dr. Robert Evans, the Facilitator, was also present, along with Dr. Lee Etta Powell, the Superintendent.

William Seitz chaired the meeting.

There was a typographical error in last month's minutes on page 3, third paragraph, second last sentence. It should read "at odds" rather than "in odds." With this correction, the minutes were approved.

Chuck Sells said that Eastman, Woycke & True left a report at his office this afternoon, which he had not read as yet. There was concern among the Task Force members as to what the firm proposes to do and when they intend to do it, as time is now critical. A copy of the report will be sent to all members immediately for their review. The proposal subcommittee will review the report, get together with the firm, and report back to the Task Force.

Dr. Lee Etta Powell distributed to the members a statement containing the 1986-87 Taeuber Index figures. As indicated in the statement, Cincinnati Public Schools had a sizeable reduction of 3.9 points at the elementary level, a reduction of 1.3 points at the junior/middle school level, and an increase of 1.9 points at the senior high level. There was general discussion about this and it was suggested that perhaps the statement should show a comparison from last year to this year and set out the actual figures rather than just the reduction points. For example, the Taeuber Index for 1985-86 at the elementary level was 48.6, and now for 1986-87 is 44.7, thereby showing a reduction of 3.9 points. This would make it much easier for the public to understand.

Robert Brown, chairman of the Audit Committee, asked the Superintendent about the alternate computation of the Taeuber Index. The Superintendent indicated that that had not been done at this time due to the press of other matters, but will be calculated and shared with the Task Force.

The Task Force then raised with Dr. Powell some questions regarding the Long Range Planning Committee. She stated that all Board members have had the opportunity to hear the various subcommittee reports. Recommendations will be submitted to the Board subsequent to their testing. Recommendations will be sent out for community testing around the first of the year. The Superintendent is aware that everything recommended could not possibly be implemented in

September of 1987; however, some aspects could be implemented in September, and a chart made on what the school system would be able to do over the next several years.

There was discussion of the fact that in 1987 there will be a school board election, contract negotiations with teachers, etc., a Court hearing, and a proposed tax levy. It was stated that the proposed tax levy for 1987 caused concern and that maybe it could be put off until May of 1988. However, it was mentioned that general elections were working a lot better than special elections.

Duane Holm asked the Superintendent if she could check out the matter of transportation for extracurricular activities. It is recognized that the transportation system is terribly over strained, but this problem still has to be dealt with. The Superintendent advised that a task force has convened to study transportation and she will get a status report on this and see that the Task Force receives it.

Marilyn Hoehne reported that the Alternative Schools Committee has not had a meeting.

Louise Spiegel reported that she and Patricia Johnson-Baker attended a meeting of the Discipline Committee a few days ago. They were very encouraged by the fact that Ed Spalter has agreed to switch the focus to prevention of suspensions and expulsions. Mrs. Spiegel wanted to mention to the Task Force that they, as representatives of the Task Force, do have a voice at the Discipline Committee meetings.

Dr. Evans advised the Task Force that the annual report of the Facilitator is almost complete. Since it is too voluminous to mail, it can be picked up after December 5th at the Education Center, Room 1007. Dr. Evans said that he will bring some copies to the next Task Force meeting for those members who did not have the opportunity to stop in and pick them up.

There was some discussion on the matter of exemptions being granted by the City of Cincinnati which results in a loss of tax money by the schools. Duane Holm felt that maybe the Task Force could write a letter to City Council outlining this matter and that maybe the City could work out some arrangement whereby the schools would not lose tax money when they grant these exemptions. Duane Holm and Bob Brown will draft such a letter and will bring it to the next meeting for the Task Force's review.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, January 5, 1987, at 7:30 p.m. at the Community Chest Building, Room 402, located at 2400 Reading Road, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, January 5, 1987, at 7:30 p.m. at the Community Chest Building, Room 402, located at 2400 Reading Road, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Louise Spiegel, and Monty Whitney. Marian Spencer and Dwight Wilkins were not present at the meeting. Dr. Robert Evans, the Facilitator, was also present.

Cheryl Grant chaired the meeting.

The Task Force members had just received a copy of the Preliminary Report of the Goals and Long Range Plan Steering Committee from Virginia Griffin and Lorena O'Donnell of the Cincinnati Board of Education. There are going to be some public meetings to review the preliminary recommendations and Cheryl Grant asked for volunteers from the Task Force to attend each public meeting to get the public's reaction to the recommendations.

> Karla Irvine volunteered to attend the meeting at Woodward High School on Tuesday, January 13th, at 7 p.m. Cheryl Grant said that she would probably attend this meeting also.
>
> Lillian Jones said that she will attend the meeting at Peoples Middle School on Thursday, January 15th, at 7 p.m.
>
> Patricia Johnson-Baker will attend the meeting at Taft High School on Tuesday, January 20th, at 7 p.m. as well as the meeting to be held at Walnut Hills High School on January 12th.
>
> Robert Brown volunteered to attend the meeting at College Hill School on Wednesday, January 21st, at 7 p.m. Duane Holm said that he might be able to attend this meeting also.
>
> William Seitz said that he will attend the meeting to be held at Western Hills High School on Thursday, January 22nd, at 7 p.m.

All members are encouraged to attend the public meetings, but the Task Force should have at least one representative at each meeting.

Cheryl Grant also felt that a committee of two to three people needed to be formed so that they could take charge and come to next month's meeting with some recommendations on how to respond to the Long Range Plan document. This committee could work independent of one another. Patricia Johnson-Baker, Duane Holm, and Lillian Jones volunteered for this committee. In the meantime, however, each Task Force member should review the Long Range Plan document that they received.

It was suggested that recommendations on the Long Range Plan should focus on what the Task Force is about. The committee should come to February's meeting with a structured way of handling this. Also, at that time the representatives will give their input on what occurred at the public meetings. By the conclusion of the meeting, it is hoped that the Task Force will have reached a consensus on its response to the Long Range Plan recommendations.

Dr. Evans advised the Task Force that John Brunner had offered to have someone attend the February meeting to discuss the Long Range Plan. Since the Task Force is going to discuss its response to the Long Range Plan at the February meeting, it was the consensus of the Task Force not to invite someone to come to that meeting to discuss the plan.

Cheryl Grant mentioned to the Task Force that she had requested Eastman, Woycke & True to work on the stationery that the Task Force presently has and develop something similar thereto, as the public relations firm was in need of some stationery and the Task Force has only a limited supply. She requested that the Task Force authorize her to let them move forward with that and to allow her to use her own judgment as to a reasonable amount to spend to make that happen. EWT suggested that the statement which now appears at the bottom of the letterhead be moved to the top and also felt that some kind of address and phone number should appear on the stationery. Cheryl Grant suggested that Dr. Evans' address and telephone number be used and that correspondence and phone calls could then be directed to the chairpersons for their response. Dr. Evans was in agreement with this suggestion. A motion was made by Bob Brown to do all of the above. This motion was seconded by Nelson Schwab and unanimously carried. Cheryl Grant will work with EWT on the stationery and also get some envelopes which the Task Force does not presently have.

Chuck Sells reported that following last month's meeting, the proposal subcommittee did meet and a general agreement was reached between the subcommittee and EWT. The chairpersons received a copy of this agreement which was signed by the proposal subcommittee on behalf of the Task Force. EWT has put together a sample flyer which was distributed to the members by Mr. Sells. The flyer shows a picture of the Superintendent with youngsters of different grade levels with her directing them to the right school. EWT will interview all of the principals of the schools that are involved, and a little blurb about each of the schools will appear on the back of the flyer. The general question will be "What makes your school special?" The theme agreed upon for the flyer will be "Open Enrollment--The Smart Move!!!"

Mr. Sells also reported to the Task Force that Cliff Woycke advised him that no money was budgeted for printing, and suggested that the Task Force solicit corporations to cover the cost of printing the flyers. Mr. Woycke said that the cost estimated for the letterhead is $1300 and the estimated cost for the flyer is $3005. Chuck Sells said that he shared with Mr. Woycke that he was of the opinion that the cost of printing was a part of the contract. Mr. Sells said that he would like for Bob Brown to discuss this matter with EWT.

Chuck Sells said that Cincinnati Public Schools will be sending out a flyer on open enrollment for black and non-black students. The flyer prepared by EWT will be sent out along with the school flyer. EWT talked with John Brunner of the Communications Branch and they are in general agreement if the Task Force is. The Communications Branch sent out a letter to all principals asking each principal to cooperate. After discussion, it was agreed that the flyer should mention the "Communitywide Task Force" and possibly the Greater Cincinnati Foundation also. Chuck Sells is authorized by the Task Force to get back with EWT on the following:

1. Forget the letterhead.
2. Take the printing costs out of the contract.
3. Spell "Superintendent" correct on the front of the flyer.
4. Don't send to alternative kids; and make sure that whatever schools are listed on the open enrollment flyer are also listed on the flyer prepared by EWT.
5. Additional space should be left for names on the back of the flyer.

The method of how the flyers are to be sent to black and non-black students should be left for EWT to work out with the Communications Branch.

Duane Holm then brought the Task Force up-to-date on what has taken place between City Council and the Board of Education regarding tax increment financing for Fountain Square West. He said that he has drafted a letter to Cincinnati City Councilmembers, which has since had some corrections made to it by Bob Brown. He said that he has multiple copies of the original draft but only one copy of the corrected draft. He distributed to the members a copy of the original draft and then read to them the letter with the corrections made thereto. After some discussion, it was the consensus of the Task Force that the wording "for better or worse" be deleted from the letter and that a statement be made in the opening and ending paragraphs of the letter showing the Task Force's support of the Board of Education. Duane Holm is to go ahead and send the letter with the changes made for the signature of the co-chairs, Cheryl Grant and William Seitz. It was also suggested that individual letters to Cincinnati Councilmembers would probably be the best way to go.

Marilyn Hoehne wanted to mention that she was in disagreement with the terminology of "ordinary kids" in the report to the Community-wide Task Force prepared by Eastman, Woycke & True dated December 1, 1986.

Dr. Evans passed out a copy of Joe Timmons membership report which contains the October data with which the Taeuber Index was computed. Dr. Evans also gave each of the Task Force members who had not previously received one, a copy of his year two report. He suggested that the members read the Executive Summary and his concerns which start on page 59. He will be happy to talk about the report at the next meeting.

William Seitz wanted to mention that the Task Force has never followed up on the study made by HOME regarding the Board of Realtors. A committee should be formed to do this. It was suggested that Monty Whitney serve as chairman since this would be closely related to his department. Mr. Whitney suggested that the Task Force write a letter to the Cincinnati Human Relations Commission requesting that they head this committee. William Seitz will go ahead and draft this letter to the Cincinnati Human Relations Commission and also a letter to the realtors telling them that we are moving on the matter and asking for two or three representatives to serve on the committee. Karla Irvine, William Seitz, and Monty Whitney will also serve on the committee as representatives of the Task Force. Monty Whitney will report whether or not CHRC has consented to take this matter on.

Duane Holm wanted to point out to the Task Force that in the December Settlement Agreement Status Report, Component No. 8 - Staff Racial Balance indicates that the Board continues to have difficulty in finding black teachers to hire. He also was wondering about the appointment of a new transportation director as mentioned in Component No. 13b. The Task Force was advised that Harry Skiff, present Director of Transportation, is transferring to another department effective February 1st, but as of this date no one has been named to replace him.

The Task Force can use as its address and phone number the office of the Facilitator located at 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio 45202, (513) 381-4994.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, February 2, 1987 at 7:30 p.m.

Minutes of the Communitywide Task Force Meeting held Monday, February 2, 1987 at 7:30 p.m. at the Community Chest Building, Room 423-24, located at 2400 Reading Road, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Dr. Robert Evans, the Facilitator, was also present.

Cheryl Grant chaired the meeting.

Cheryl Grant introduced Dean Lonnie H. Wagstaff to the other members of the Task Force. Dean Wagstaff replaces Dwight Wilkins on the Task Force. Dean Wagstaff gave a brief summary of his background and experience and the Task Force members individually introduced themselves.

Correspondence was received from Sandy Sherman on behalf of City Council, Guy Guckenberger, and David Mann acknowledging receipt of the letter sent by the Task Force supporting the Board of Education with regard to reimbursement for the property tax revenues that will be lost through the tax increment financing of Fountain Square West. A letter was also received from Dr. Lee Etta Powell, Superintendent of Cincinnati Public Schools, thanking the Task Force for their letter to Mayor Charles Luken. Bill Seitz said that he also received a letter from Dick Weiland of the Cincinnati Human Relations Commission saying that they would chair and convene the Realtors Task Force as requested by the Task Force, and that Clarence Wallace agreed to chair said Task Force. Correspondence was also received from the Board of Education announcing the meeting to be held on February 2, 1987.

Bob Brown distributed a copy of an Audit Committee report which he thought might be helpful when the members made their decisions on the long range plan recommendations which was next on the agenda. He divided the elementary schools into three categories--within 10 points of being perfectly balanced, within 10 to 20%, and more than 20%--and then compared to where they were the previous year. The first Index column is the percentage of black students for 1986-87; the next column is the difference between that number and the percentage of black students systemwide; the next Index column is the percentage of black students for 1985-86; the next column is the difference between that number and the percentage of black students systemwide; and the last column is the difference between the second and third column, which is the actual Taeuber reduction. The report indicates progress was made in big jumps and regressed in small amounts. Mr. Brown feels that this movement is substantive. This report can be discussed further at the next meeting in March.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Cheryl Grant suggested that the Task Force members take time to read the Planning and Budget Documents Related to Implementation of the Settlement Agreement which was received by the Task Force. This will be discussed at a future meeting.

The meeting was then turned over to Duane Holm, Lillian Jones, and Patricia Johnson-Baker. A process was developed by them for responding to the recommendations of the Goals and Long Range Plan Steering Committee. Individual or other educational responses will be made directly to the Steering Committee by those persons wishing to make individual responses. The Task Force focused on what is the desegregative impact of the recommendations. The recommendations were prioritized in the order of highest stated impact on the Taeuber Index, just in case there was not enough time to discuss all of the recommendations. The strengths, weaknesses, and any comments were documented for each recommendation considered, and a ready/rough consensus reached with a yes or no on what to do about a particular recommendation. The subcommittee will report if there is substantial agreement among the Task Force; if the Task Force is evenly divided, they won't report on that recommendation. The subcommittee will meet tomorrow afternoon to digest the Task Force's input and will prepare a response to be in the hands of the Long Range Plan Steering Committee by February 4th. All members will receive a copy of the response prepared by the subcommittee.

It was the consensus of the Task Force that the Possible, Additional, General Statements set forth in the letter to the Task Force from Duane Holm, Patricia Johnson-Baker, and Lillian Jones dated 22 January 1987 be included in whatever response is issued on behalf of the Task Force. However, the Task Force does think that with regard to (a) Don't change things that are desegregating now, unless you have to, there should be a distinction between modifying and not reversing things that are working.

Recommendation 3b. Create 3 integrated middle schools in the area served by Bloom (92%), Porter (63%), and Roberts (13%).

Strengths

- impact on feeding schools, i.e., 6th grade
- 10 to 15 point reduction in the Taeuber Index
- junior highs are not really neighborhood schools

Weaknesses

- socioeconomic segregation and dropout problem

Comments

- inaccurate Taeuber projections - you cannot assume that all the students now attending Bloom, Porter, and Roberts will continue to attend if they are three integrated middle schools
- Porter is pretty well integrated as it is - why not integrate between the other two
- lot of incentives (other than alternative programs) built into a cluster like this
- longer tracks--K → 8
- no opposition from the Roberts or Porter community

FOR	9	
AGAINST	4	(1 abstaining)

Recommendation 1f. Convert Hughes (83%) to health, math, science alternative.

Strengths

- saves "Taft" as a neighborhood school
- could be a good core for the math/science program since the Computers Unlimited Program is already there
- centrally located
- better use of University of Cincinnati
- not neighborhood connected - history has indicated that it is not really a neighborhood school anyway

Weaknesses

- where do neighborhood kids go
- all on one side of town
- we are not sure what they have in mind--college prep, vocational, mixed, or what

Comments

- what happens to City-Wide and Computers Unlimited already there
- where do neighborhood kids go
- we are not sure what they have in mind--college prep, vocational, mixed, or what

FOR	9	
AGAINST	3	(2 abstaining)

Recommendation 1g. Convert Woodward (87%) to business/commerce alternative.

Strengths

- 87%--most segregated

Weaknesses

- neighborhood violently opposed to it
- technical center not developed

Comments

- business/commerce to Hughes
- should be some alternative

FOR 8
AGAINST 5 (1 abstaining)

Recommendation 3a. Explore pairing or clustering.

Strengths

- would create a lot of desegregation
- only way to reach some schools

Weaknesses

- more resistance at elementary level without an alternative program
- transportation problems
- could affect entry level decision of parents
- less choice

Comments

- incentives
  - longer tracks
  - all-day kindergarten
  - pre/post care

FOR 10
AGAINST 3 (1 abstaining)

Recommendation 1. Reorganize grade levels

K-5 elementary
6-8 middle schools
9-12 high schools.

Exceptions only for curriculum or program continuity.

Strengths

- none

Weaknesses

- needlessly disruptive
- short range effect on 6th graders

Comments

- explore K → 8

FOR 0
AGAINST 13 (1 abstaining)

Recommendation 14a2. Make all French bilingual schools into alternative schools. K-5 Carthage (61%); K-5 Midway (35%) K-4 Mt. Washington (23%)

Strengths

- greater selection: the kids are placed in the individual schools
- relieves the difference (alternative and neighborhood) all becomes neighborhood

Weaknesses

- is there a market for all French alternative schools
- what happens to the neighborhood kids that are now there

Comments

- is there a market
- kids would select the program and then be placed in the schools so they would be racially balanced
- leave Carthage which is working--switch over those schools which are not working
- focus on the schools that are 90% one way or another

FOR 3
AGAINST 7 (4 abstaining)

Recommendation 14a1. Consolidate Spanish Bilingual programs into total alternative schools, and add Spanish bilingual school in eastern location if needed. K-3 Cheviot (36%); K-5 Hartwell (50%); K-5 Mt. Airy (47%); K-5 Pleasant Ridge (68%); K-5 Swifton (80%)

Strengths

- gives more black children an opportunity to get more slots

Weaknesses

- none

Comments

- none

FOR	7	
AGAINST	2	(5 abstaining)

Due to a time constraint, the Task Force did not review any of the other recommendations. It was the consensus of the Task Force to send a copy of the Task Force's response to the recommendations to those Board members not on the Long Range Plan Steering Committee and to Dr. Lee Etta Powell, Superintendent.

Dr. Halloway C. Sells distributed, at the request of Eastman, Woycke & True, Inc., a copy of the Open Enrollment flyer which will go out in a mass mailing in February.

Bill Seitz suggested that the Task Force meeting in March be held in Dr. Robert Evans' new offices located at 1212 Second National Building, 830 Main Street, Cincinnati, Ohio 45202.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, March 2, 1987 at 7:30 p.m. at 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, March 2, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, Lonnie H. Wagstaff, and W. Monty Whitney. Those not present were: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Patricia Johnson-Baker, Halloway C. Sells, Marian Spencer, and Louise Spiegel. Dr. Robert Evans, the Facilitator, was also present.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

William Seitz chaired the meeting.

Dr. Evans advised the Task Force that there will be a Forum on "School Desegregation: Where Are We?" at Woman's City Club on Friday, March 13, 1987 at 11:45 a.m., and urged all members, if at all possible, to attend. The presenters will be: Lynn Goodwin, Background of/and The Settlement Agreement; Jerry Lawson, Today: From the Perspective of a Board Member; Dr. Lee Etta Powell, Today: From the Perspective of the Superintendent; and Dr. Robert Evans, Today: From the Perspective of the Court Appointed Facilitator. The Forum will be held at 103 William Howard Taft Road, Cincinnati, Ohio.

Dr. Evans also distributed some literature for AIR pertaining to a Weekend with John Jacob, President, National Urban League, March 7-8, 1987, "Coming Together to Make a Difference," to be held at Christ Church, Downtown Cincinnati, Fourth and Sycamore Streets, with a reception following in the Undercroft.

Duane Holm reported that the Task Force did receive a letter thanking the Task Force for its input regarding the Long Range Plan. They hope to have the final recommendations by the 31st of March and to have it finished by the end of May.

Duane Holm passed out some material regarding the Greenhills/ Forest Park and Wyoming School Districts. There are about 68 households in the Fleming Meadows area trying to get permission from the Ohio Board of Education to transfer from the Greenhills/ Forest Park School District to the Wyoming School District. He suggested that the Task Force write a letter to the State Board of Education expressing concern about the segregative impact of the proposed transfer. A draft of a letter prepared by Duane Holm was reviewed by the Task Force. After discussion, a motion was made by Karla Irvine and seconded by Monty Whitney to send an edited edition of the letter to the State Board of Education.

Karla Irvine distributed a draft of a letter addressed to the Cincinnati Board of Education stressing the fact that the long range planning process seems to have contributed to a sense of immobility. Nothing can go forward until the Board comes up with what the Long Range Plan is going to be. If Cincinnati receives the Magnet Schools Grant, there will not be time to follow Board policy and procedures regarding alternative school siting. It looks as though nothing could be implemented in the 1987-88 school year, and it would probably be a year of no progress. The subject was thoroughly discussed and Chairman Bill Seitz has been charged with the task of composing the final draft of the letter to be sent to the Board of Education.

Monty Whitney said that they have received the names of the individuals who are to be a part of the Realtors Task Force. The chairman, however, is presently out of town. A meeting should be set for next week or so.

Nelson Schwab distributed to the members of the Task Force some material that was received from Eastman, Woycke & True, Inc. The brochures have been sent out to targeted areas through the Cincinnati Public Schools.

Karla Irvine passed out a copy of a report entitled, "Housing and Schools: The Desegregative Impact of Cincinnati's Section 8 Mobility Program." This report was prepared by HOME comparing existing residential patterns with recent Section 8 patterns. The program has the potential to reduce the Taeuber Index at the elementary level by one point. Since this study was done, HOME has placed 103 additional families, which follows the same desegregative pattern.

Bill Seitz advised the Task Force that Cheryl Grant's new address will be 617 Vine Street, Suite 1038, Cincinnati, Ohio 45202. There will be a reception for Cheryl Grant on Friday, March 6th, from 4 to 6 p.m. at City Hall in Council Chambers on the third floor, if anyone would like to attend.

A new roster containing Cheryl Grant's new address and the address of Dean Wagstaff will be sent out along with the minutes.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, April 6, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, April 6, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Jr., William Seitz, and Marian Spencer. Those not present were: Marilyn Hoehne, Patricia Johnson-Baker, Halloway C. Sells, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Dr. Robert Evans, the Facilitator, was also present.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

William Seitz chaired the meeting.

Mr. Seitz advised the Task Force that all letters were written and sent as discussed at last month's meeting.

Cliff Woycke of Eastman, Woycke & True, Inc. was present to give a progress report. He introduced Earl Bayer, a partner in the firm, and Sandy Lykes who had accompanied him to the meeting. Mr. Woycke distributed to the members present a portfolio containing an update of the Action Plan for the Communitywide Task Force. Mr. Woycke advised the Task Force that they have met with Chuck Sells every month since they began working on behalf of the Task Force. If they were not able to get together in person, they submitted a written progress report. They have just completed the mailing last month of the open enrollment flyers. They are pushing open enrollment because, according to Tuchfarber's reports, it is one of the most effective ways to improve integration in the school system. They are now waiting to review what the initial response has been to the open enrollment mailing. They will revise the flyers, if necessary, and print and mail them again in April or May. They are waiting to meet with John Brunner of the Communications Branch regarding that.

Mr. Woycke reported that they have chosen Roselawn Condon School as the site for a TV commercial. The major theme, "It's a smart move," and general PR and media strategy have been developed. He brought along some rough storyboards for the Task Force to review. This commercial will last about 30 seconds. It was suggested that a group of kids moving into the school be used rather than a line of school buses.

Mr. Woycke also said that they are presently trying to compile a mailing list for preschool children. Sandy Lykes is working on this and reported that the Census Office of Cincinnati Public Schools does have the names in the computer of all pre-kindergarten and kindergarten children who are attending private day care centers, provided the day care center voluntarily submitted the information to the Census Office. They have made a request to Monica Curtis of the Communications Branch that she obtain these names for them and that the school system pay for the mailing of the materials which EWT would create. They are awaiting a response from the Communications Branch.

Mr. Woycke said that he expects to meet with John Brunner of the Communications Branch sometime within the next week or so to get some things cleared up.

The Task Force then discussed the letter that Duane Holm and Karla Irvine sent on March 25, 1987. Duane Holm reported that in response to a request from the Coordinating Committee for the Bronson Settlement Agreement, he made a special presentation on behalf of the Task Force of the major actions that have taken place. Every month one of the components is requested to present a special report and the Task Force was to do a special report for the month of March. Duane Holm also reported that he read verbally a statement concerning "The Future." It was requested that the Task Force put this in writing. He just wanted to touch base with the Task Force before doing this. It was decided that Duane Holm submit the statement in written form to the Coordinating Committee as requested. Duane Holm advised the Task Force that he, Karla Irvine, and Mrs. Adoria Perkins are to meet with the Superintendent on April 29th, at which time they will discuss some of the concerns of the Task Force.

The Goals and Long Range Plan document was then discussed. Since Dr. Evans had just passed out a copy of this document to the members, they did not have a lot of time within which to review the document. It was decided that Karla Irvine and Duane Holm will draft a statement in response to the Long Range Plan and distribute it to the members for their comments. Bill Seitz and Cheryl Grant will also help in the drafting of this statement, if at all possible. This statement should come from Bill Seitz and Cheryl Grant as co-chairs of the Task Force and could be presented by them at a cable access television program which is going to be held by the Board of Education on April 16. This statement could also be presented at the public hearings to be held by the Board on April 20 and April 27.

Bill Seitz said that he had received a letter from Catherine Gibbons and Diane Berry requesting that the Task Force support them in obtaining funding for two specialists at Hyde Park School. It was the Task Force's opinion that if you are a school that is contributing to the desegregation of the Cincinnati Public Schools, you should have access to Bronson money. It was decided that Bill Seitz will draft a letter to Dr. Lee Etta Powell saying that the Task Force thinks it is a good idea and that funds should go to schools that are desegregating, whether they are alternative or neighborhood schools, and that this program sounds successful and should continue to be funded.

The editorial written by Claudia Winkler was then discussed. It was decided that the Task Force will respond to that article and that the letter be drafted by Bill Seitz and Cheryl Grant.

The Educational Mobility Fund was then discussed. It was suggested that a letter be written to State legislature requesting that the Educational Mobility Fund be increased. This fund is available to those school systems who are voluntarily desegregating their school system, which means that the Cincinnati Public School District is eligible for this fund. Bill Seitz will write this letter.

Karla Irvine and Bill Seitz reported that they did meet with the CHRC real estate group. It was a nice meeting but nothing was really accomplished. They will meet again. Karla and Bill are going to draw up some guidelines for the fair and equitable advertising of schools in Hamilton County. If anyone has any thoughts on specific things that could be included in these guidelines, please let them know promptly.

The attendance at the meetings was brought up. If anyone is unable to attend a meeting, they should advise someone that they are not coming.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, May 4, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, May 4, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Robert S Brown, Cheryl D. Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, and Lonnie H. Wagstaff. Those not present were: Marilyn Hoehne, Lillian Jones, and W. Monty Whitney. Dr. Robert Evans, the Facilitator, was also present.

Cheryl D. Grant chaired the meeting.

William Seitz and Cheryl Grant represented the Task Force at the Long Range Plan meeting with the Board of Education on April 27, 1987. A copy of the presentation will be included with the minutes. Dr. Evans stated that the position paper was excellent and that the presentation by William Seitz and Cheryl Grant was extremely well done.

Bill Seitz reported that he had received a letter from Jerry H. Lawson, President of the Board of Education, in response to his March 20th letter pertaining to the concerns of the Task Force. Also, a letter was sent from Mr. Lawson to Duane Holm acknowledging his letter stating specific suggestions with regard to the Long Range Plan. We now need to see what the Board is going to do.

Bob Brown reported that Eastman, Woycke & True, Inc. have submitted five vouchers thus far totalling approximately $5,000. He has approved four of the five; and is awaiting an invoice to support the 5th voucher before he approves it. If they are billing for hours, he has them submit time sheets: and if they are billing for third party payments, such as the cost of the printer, then he has them submit to him a copy of that invoice. This system is more or less in place and EWT is aware of what he requires to back up the vouchers they submit.

Karla Irvine reported that there were some problems with the mailer on open enrollment prepared by EWT. Some of the mailers ended up in the hands of those who were not the targeted race. There was a significant increase in the applications for open enrollment; however, a large percentage were submitted by the wrong race for the wrong schools. The reason for this is being checked into by the school system.

Bill Seitz stated that at the last meeting, EWT expressed a reluctance to pay for the mailing costs connected with the mailing to be sent out to pre-school parents. Mr. Seitz felt that the $100,000 grant was to pay for printing costs, mailing costs, etc., and not just for consulting services. This was also the consensus of the Task Force members. Marian Spencer also stated that she has seen some TV clips, but they are on late at night. Usually, you do not have any control as to the time when PSAs are aired, unless maybe you buy some time along with them, and even this is not a complete guaranty.

Duane Holm also stated that the Transportation Branch is still operating with an acting director. Also, at the April Coordinating Committee meeting, Jack Lewis gave a special report on "Other Means for Reducing Racial Isolation." A copy of this report will be sent along with the minutes. He also mentioned that the school system seems to be making some effort to deal with staff racial balance. Fewer blacks are going to college, fewer are going into education, and fewer are going into secondary education. Dean Wagstaff reported that UC has not heard from Cincinnati Public Schools and, therefore, does not have a sense of the need and what they are attempting to do. Dean Wagstaff did report that UC is attempting to recruit black students into education and they are going back to schools and re-establishing some of the old programs that attract students to teaching as a career. They are working with counselors and principals and with others who have influence with students to get them to think favorably about teaching as a career.

Duane Holm reported that he and Karla Irvine did meet with the Superintendent and had a helpful discussion with her. He said that Nikki Perkins called him suggesting that the Superintendent would appreciate an opportunity to meet with the Task Force. Her schedule will not allow her to meet with us on the first Monday in June unless the meeting was held at 5:00 p.m. instead of 7:30 p.m. as she had a speaking engagement at a graduation that evening at the Convention Center. If the Task Force wanted to change the meeting to the first Tuesday, then she would be able to attend at that time. It was suggested that Duane Holm check with the Superintendent about her schedule and possibly have the meeting in June on the first Tuesday rather than the first Monday.

Karla Irvine reported that there has been two meetings of the CHRC real estate group. The guidelines will be written and sent out. If everyone liked them, then there would be no need for a third meeting. If there were any objections, then another meeting would be held.

Louise Spiegel reported that the Discipline Committee has been sort of set back on the sidelines while a systemwide Task Force has been appointed by the Board to examine concerns. The Discipline Committee has not met recently. Pat Johnson-Baker said that she just received a call today from Dr. Holloway asking if she would like to sit on that systemwide Task Force committee, and she volunteered to do it. The very first meeting of this Task Force, consisting of about 22 people, will be held this Friday. She feels that this Task Force will determine what the correct discipline should be in terms of suspensions, expulsions, and other variants that come into play. She expects Dr. Holloway to apprise her of what the issues actually are prior to the meeting on Friday. She also stated that this systemwide Task Force plans to have a report out by mid-July or August.

Dr. Evans introduced Ron Nieman to the Task Force members. Ron is serving as his evaluator and is working on a paper trail to bring everything up-to-date in preparation for the hearing in December. Dr. Evans anticipates having his annual report completed in early November so that it will be in the hands of the Task Force prior to the December hearing. Dr. Evans stated that the first full week of October is the basis for the Taeuber statistics and anticipates to have this information by the end of October or the first part of November. Both calculations should be completed at that time. Bob Brown reported that the alternative method did not make any difference in this year's Taeuber figures.

Bill Seitz said that he wrote the letter to Dr. Powell regarding the Hyde Park LSAC funding for their special program as requested at last month's meeting. He also wrote the letter to State legislature requesting that the Educational Mobility Fund be increased. He has received a response from Representative William L. Mallory, a copy of which will be sent along with the minutes.

Duane Holm reported that in March a letter was sent to the State Board of Education about the request for transfer from the Greenhills/Forest Park School District to the Wyoming School District. Action on this request was postponed until the 11th of May. Duane Holm suggested that maybe a second letter on behalf of the Task Force might enforce our stand against this request. Duane Holm will draft another letter, similar to the first one, but emphasizing that segregation comes about not by big intentional moves, but by these unintentional incremental kinds of moves. Marian Spencer is going to request a letter from the NAACP addressed to the State Board of Education supporting the Task Force's position on this issue.

Cheryl Grant reported that in the fall of 1986 a Forum was held at the Convention Center entitled "Black Families - The Crisis, Challenge, Collaboration." The issues discussed were the "Plight of the Young Black Male," "Teenage Pregnancy," and "Economic and Social Collaboration Between Cultures." Approximately 485 people attended this Forum between the ages of 16 and 80, with an equal number of blacks and whites. As a result of that Forum, a newsletter entitled "Advocacy" has been printed. The newsletter will be sent to all of those who attended the Forum. If anyone would like a copy of this newsletter, she has some extra copies with her.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Tuesday, June 2, 1987 at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Tuesday, June 2, 1987 at 7:00 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Duane Holm, Patricia Johnson-Baker, Nelson Schwab, Jr., William Seitz, Halloway C. Sells, Marian Spencer, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Those not present were: Robert S Brown, Cheryl D. Grant, Marilyn Hoehne, Karla Irvine, and Lillian Jones. Dr. Robert Evans, the Facilitator, was also present, together with Cliff Woycke of Eastman, Woycke & True, Inc.; Jack Williams and Rick Mims of Lightborne Communications (a video production house), and Dr. Lee Etta Powell, Superintendent of Cincinnati Public Schools.

William Seitz chaired the meeting.

Bill Seitz reported that he had received three letters: one from Dr. Powell in response to the Task Force's letter about the Hyde Park LSAC funding; one from Representative Thomas A. Pottenger in response to the Task Force's letter of April 14, 1987 regarding state funding for education, specifically educational mobility funds; and one from Dr. Powell dated May 11, 1987 attaching the final report on Taeuber Index values for the 1986-87 school year which includes the traditional method described in the Bronson Settlement Agreement and the alternate method which makes adjustments for certain combination buildings. Copies of these letters and the attachment will be sent along with the minutes.

It was reported that the Task Force and the NAACP intervention in the Greenhills-Forest Park School District transfer had an impact on the decision made. In spite of the fact that the Referee and the two members from Hamilton County supported the transfer, the State Board voted 13-7 against the transfer. In addition, the State Board agreed that for future district transfer requests, they will consider the racial impact of transfer requests before considering the other criteria. It was suggested that the Task Force send a letter to the State Board of Education commending them for their decisions. A draft of such a letter was distributed to the members present. Marian Spencer made a motion that the letter be sent, which was seconded by Pat Johnson-Baker and approved by the rest of the members. Also, Dr. Evans reported that he received a letter from Sally Southard of the State Board of Education thanking the Task Force for what they are doing to further opportunities for all our youth. A copy of this letter will be sent along with the minutes.

Louise Spiegel reported that through the Program and Personnel Committee the Systemwide Discipline Program Review and Development Committee was established under the leadership of Dr. Willis Holloway, consisting of student, staff, parent, Bronson, and Agency representatives. The student representatives currently on this committee are from the senior high level and five more representatives from the junior/middle school level will be added.. This committee has met weekly and various aspects of the huge area to be reviewed have been assigned to members of this committee. Initial progress reports will be presented to the Board.

Nelson Schwab reported that Cliff Woycke would like to share with the Task Force a 30 second TV commercial they have prepared to go on the air in the very near future. Mr. Woycke would like to get the Task Force's reaction to it. He also said that he would like to supplement the PSAs with some purchase time as this will give us far greater power for effectiveness in dealing with the media. We can pick the exact time we want the commercial to air when we buy time and we also have a better chance of getting prime time for our PSAs.

Mr. Woycke wanted to report on the statement in last month's minutes regarding some confusion with the Open Enrollment mailer going to the wrong targeted race. He said that the strategy was to get into the household of every child in school. It was targeted according to the race of the child--those indicated to be blacks on the computer got one mailer and those indicated to be non-blacks got another mailer. Everyone was suppose to have gotten a mailer. Cincinnati Public Schools is in final control of this issue. He said that last month Cincinnati Public Schools had approved 265 applications--all positive, as opposed to 245 for all of last year. Phase one of the Open Enrollment strategy has been completed. If the move is not a positive one, then the application is not approved. Phase two is the mass media approach. The deadline for Open Enrollment is July 31st. Dr. Powell feels that this deadline is imperative in order to start school September 1st, rather than two weeks later. Of course, there are always extenuating circumstances. Mr. Woycke would like to reallocate some of the budget anticipated towards a very short campaign. He would like to transfer about $6500 from two areas in order to purchase time. Louise Spiegel suggested that EWT might want to consider the Information Booth at Fountain Square to inform the community on Open Enrollment and the deadline pertaining thereto. She believes that this booth is manned during day hours and also some evening hours as well. She felt they might want to attend places where people congregate to further the Open Enrollment strategy.

Mr. Woyce distributed to the members present a progress report dated 6/2/87, a copy of which will be sent to the rest of the members along with the minutes.

Mr. Woycke introduced Jack Williams and Rick Mims from Lightborne Communications, the video production house which prepared the TV commercial and the radio commercial. Mr. Woycke pointed out to the Task Force that the 30 second TV commercial is geared to say: 1) It is okay to go to a public school; 2) There are choices to find the right kind of school that you want for your child; and 3) I want to make a phone call to check this out. Rick Mims then showed the film to the Task Force members. The location of the film was the Roselawn/Condon School. There were a few comments about the rapid movement of the buses in the beginning and the mass entrance of the kids into the school. They also played the radio commercial to the members.

Mr. Woycke mentioned that they were not aware of the specific deadline of July 31st when the commercials were being developed. He said that he obtained the top talent available to produce these commercials. The vocalist in the commercials is Claire Slemmer, who said that she would be glad to do any re-takes for free.

Nelson Schwab moved to approve both the film and the radio commercials and that the Task Force authorize the shifting of the budget to purchase time in June and July in the amount of $6500. Pat Johnson-Baker seconded this motion, and everyone was in favor. Cliff Woycke said that he would let the Task Force know, as much as possible, the times of the airing of these commercials--PSAs as well as purchased time.

Dr. Powell reported on the progress that is going to be made for next year and how the Task Force fits into that with their understanding of the Taeuber Index situation. She wants to be a part of the Task Force's meetings because a common interest and concern is shared by them. She did not come prepared with a special discourse.

Dr. Powell reiterated the need for the July 31st deadline. Parents tend to shop for schools sometimes as late as the second week in September. Children lose two or more valuable weeks of the school year, virtually losing a month. Teachers wind up teaching the same lessons many times. This is why the July 31st deadline is necessary. We will be able to insure that students achieve, as well as eliminate some of the problems that occur at the beginning of the school year. It will also enable us to get them into Transportation and thus arrange for their transportation in a timely manner.

Dr. Powell stated that all programs that are working after the end of the Settlement Agreement (1991) need to have continued support. The programs should be able to sell themselves. A careful assessment and evaluation of the programs that are in place at that time will be made to assure that they are working, and to warrant the continuation of funding support after 1991. She also advised that Cincinnati Public Schools applied for a Magnet Schools Grant, which has been approved by way of a telephone call in the amount of $1.5 million, and the announcement has been made public. There are still some negative posture problems in Washington regarding this, so the money has not been forthcoming. Since they are so late in granting the money, Cincinnati Public Schools has requested that it be allowed to use the money in planning for next year, as it is too late to implement any new programs for the coming school year. With the receipt of this grant, Cincinnati Public Schools will be able to plan with some confidence two additional alternative programs for next year. In the planning stage for 1988-89 is the expansion of the math/science and Paideia programs K-6.

Dr. Powell also mentioned that Cincinnati Public Schools is in a precarious position given its budget situation. We do not know what we will be receiving from the State until we get our final budget from them; and the idea of a levy is on the horizon in November. She said that she is not accustomed to spending money that is not available.

Dr. Powell also talked about the Long Range Plan which has been adopted and which is now in her hands for implementation. She said that she has all the background information which goes along with this plan and some of the recommendations will be implemented which will, at the same time, reduce the Taeuber Index. With regard to neighborhood schools vs. alternative schools, she does not see this as being a great conflict as long as the alternative programs have a content emphasis that will attract—choices such as math, computers, language arts, etc. These are the kinds of programs that are true magnets that will continue to draw people into the schools. The school system needs to improve the quality of programs in the neighborhood schools, in addition to the quality of instruction, quality of leadership, as well as program offerings. In order to raise the achievement for the district, we have to work in the neighborhood schools as well as the alternative schools. We need an overall quality program that will make people want to put their children into Cincinnati Public Schools. There is a great possibility that we may get people to choose the public schools as opposed to private, parochial, and other schools, as well as any people moving into the city.

Dr. Powell also reported that the school district needs to be reorganized. She now has two deputy superintendents--Lynn Goodwin, Deputy Superintendent of Business and Finance, and Dr. Reginald Green, Deputy Superintendent for Administration, Curriculum and Instruction. She is presently in the process of reorganizing and refining in a cost effective way so that there is no overlapping of functions, as this is sorely needed. The focus of this reorganization will be from the central office level all the way down to the local school level. Consultants have come into and looked at the organization and they are now finalizing their report. She will then proceed to present a reorganization plan to the Board for their approval.

Dr. Powell advised that John Pepper of Procter & Gamble has led the formation of a community collaborative comprised of community, as well as educational people, with the goal of making sure that we provide for the educational needs for all of the students in the city of Cincinnati, in particular, students at risk. Subcommittees were formed on preschool, specifically working with the two demonstration schools at Taft Elementary and McKinley; and on core curriculum K-12.

Dr. Powell also stated the Board has adopted a Student Assignment, Reassignment and Mobility Policy. This means that a student can remain in the school that he enrolled in at the beginning of the school year when his place of residency has changed. If there is a need to transfer, it will occur at some natural break which will not adversely affect him academically.

Dr. Powell advised the Task Force that they hope to name a Transportation Director at the Board meeting on Monday, June 8th, 1987.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Mr. Seitz distributed to the members a copy of a letter that was sent to Marilyn Hoehne by Jo Okura regarding concerns for Asian Americans. He suggested that the Task Force review this letter and comment on it at a later time.

Dr. Evans suggested that the Task Force might want to give some consideration to identifying themselves as the Communitywide Task Force for the Bronson Settlement in future matters.

It was decided that the co-chairs address a letter to the Superintendent informing her of what Eastman, Woycke & True are doing and that the Task Force was instrumental in the final decision of the State Board of Education denying the request for transfer from the Greenhills/Forest Park School District to the Wyoming School District and other things that the Task Force has been doing or involved in.

Bill Seitz reported that the Realtors Task Force has written a draft report which has been mailed out to the committee members with a deadline of June 5th for any comments. As of the date of this meeting, no comments have been received.

THERE WILL BE NO MEETING IN JULY UNLESS THE CO-CHAIRS DECIDE THAT ONE IS NECESSARY. IF THAT HAPPENS, ALL MEMBERS WILL BE NOTIFIED.

The meeting was then adjourned.

Minutes of the Communitywide Task Force Meeting held Tuesday, September 8, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Cheryl D. Grant, Duane Holm, Karla Irvine, Nelson Schwab, Jr., Marian Spencer, Louise Spiegel, and W. Monty Whitney. Those not present were: Robert S Brown, Marilyn Hoehne, Patricia Johnson-Baker, Lillian Jones, William Seitz, Halloway C. Sells, and Lonnie H. Wagstaff. Dr. Robert Evans, the Facilitator, was also present.

Cheryl Grant chaired the meeting.

Cheryl Grant reported that the Greater Cincinnati Foundation has been writing requesting an update on the use of the money granted to the Task Force. She turned this over to Nelson Schwab. Mr. Schwab asked Cliff Woycke of Eastman, Woycke & True, Inc. to prepare this report. The report was to include some of the work that has been done to date so that the Foundation could see what we have been doing. Mr. Woycke said that they are moving their office and would try to get together an outline and supplement it by giving them a copy of the TV clip and copies of what had been mailed out on Open Enrollment. Mr. Woycke stated that all efforts ended July 31st and that he has a date to meet with the Communications Branch of the school system on Thursday, September 10th, at which time they will critique the effectiveness of the July program. They will then begin working on the next phase. The report was delivered to Mr. Schwab's office at 4:00 p.m. today. A copy of the report was distributed to the members present. It was decided that the report would need a cover letter or narrative of some sort and would also need the enclosures which were not included by Mr. Woycke. Cheryl Grant will forward the report submitted by Mr. Woycke as it was requested by September 10th and will then follow it up with a narrative and the enclosures.

Cheryl Grant said that she also received a call from the Foundation as to the way vouchers were being submitted for payment, and also that they were getting calls direct from EWT regarding payment of vouchers. They feel that all calls should come through the Task Force and they should have no dealings with EWT. The process currently being used is that EWT submits a voucher to Mr. Robert Brown, who then reviews and approves the voucher and forwards it on to the Greater Cincinnati Foundation for payment. The Foundation is not equipped to handle these vouchers on a continuous basis. Possibly they could be held and submitted on a monthly basis. Cheryl Grant will discuss this with Mr. Brown to see if he has talked with the Foundation regarding this, and see that the procedure is implemented immediately. Also, she will request that Mr. Brown submit a report on the disbursements that have been made to EWT.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

Cheryl Grant passed out to the members a copy of Dr. Evans' report entitled, "Executive Summary: Bronson Data Collection." Dr. Evans stated that he has assembled a paper trail which indicates what the school system has been doing. The report merely states that there are some gaps where there is an absence of activity.

Louise Spiegel was wondering if there is going to be a budget analysis prior to the hearing in December. She feels that some dollar signs need to be placed along side the progression of activity. Dr. Evans will check with Lynn Goodwin to see if some figures are ready which will be submitted to the State.

It was suggested that a committee be appointed to go over last year´s audit report by Ernst & Whinney and this year´s forthcoming audit and come to the Task Force with an analysis of how Bronson monies have been spent. Cheryl Grant said that there is already an Audit Committee in place and she will ask Bob Brown to be chair of this matter.

There was much discussion on the tax levy and what role the Task Force should play. It was suggested that the Task Force might want to invite someone to next month´s meeting to elaborate on the tax levy. A vote was taken on whether the Task Force should: 1) remain neutral; 2) endorse the levy without comment; or 3) endorse the levy with comment, i.e., confirming the Bronson goals. Of the seven members present, four voted to endorse without comment, two voted to remain neutral, and one abstained. Since a quorum was not present, it was suggested that the rest of the members be polled for their vote. Louise Spiegel volunteered to poll the remaining members for their vote and will report back at the October meeting with a tally by name and then the Task Force will move forward. However, it was the consensus of the members present that it was not necessary to have someone attend the October meeting to discuss the tax levy.

Cheryl Grant raised the concern as to whether or not, with the re-organization, there was going to be a staff person who would be dealing with the Bronson matter, as is currently being done by Nikki Perkins. Dr. Evans said that everyone´s position is presently status quo; and that it is his understanding that the Alternative Programs position, reporting directly to the Deputy Superintendent, will be dealing with Bronson and will have more authority than the position now held by Nikki Perkins.

Dr. Evans distributed to the members present profiles of four, out of the seven, low-achieving schools together with a copy of the Evaluation of Alternative Programs for 1986-87 prepared by Mrs. Mary A. Gladden.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, October 5, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

Minutes of the Communitywide Task Force Meeting held Monday, October 5, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

The following members were present at the meeting: Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Jr., William Seitz, Marian Spencer, Louise Spiegel, Lonnie H. Wagstaff, and W. Monty Whitney. Those not present were: Robert S Brown, Cheryl D. Grant, and Halloway C. Sells. Dr. Robert Evans, the Facilitator, was also present.

William Seitz chaired the meeting.

There being no corrections or additions to the minutes of the previous meeting, they were approved.

After additional discussion regarding the endorsement of the tax levy by the Task Force, a motion was made and seconded that the Task Force should endorse the tax levy with the following comment:

> The Communitywide Task Force on desegregation was formed in 1984 to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between the Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools.
>
> The Communitywide Task Force recognizes that quality education and integrated education go together, and that both require adequate funding.
>
> The Communitywide Task Force for the Bronson Settlement Agreement endorses the November 3, 1987 Cincinnati School Levy, and urges Cincinnatians to vote for it.

Everyone was in favor of this motion. Bill Seitz will draft the statement and send it to the Levy Campaign Committee and also to the newspapers.

Nelson Schwab reported that the Greater Cincinnati Foundation did not feel that the report prepared by Eastman, Woycke & True, Inc. was complete enough. It did not summarize exactly what was spent nor did it summarize the concept. In addition, there was no evaluation as to how effective it had been. Cliff Woycke, of Eastman, Woycke & True, Inc., prepared another report which was distributed by Mr. Schwab to the members. Mr. Schwab will talk with John Brunner of the Communications Branch and with Cliff Woycke to see if he can't put together a more detailed report. An evaluation as to the effectiveness of the Open Enrollment program is virtually impossible; however, a synopsis by the Task Force would probably suffice. In the final analysis, the Foundation is going to hold the Task Force responsible, not EWT.

Monty Whitney reported on the progress of the Realtors Task Force. A final draft of the report has been prepared and the CHRC Board is going to look at it on Thursday for possible adoption and dissemination. He also stated that the name of this group has been changed to the "Task Force for Advertising Hamilton County School Districts."

Dr. Evans reported that there has been no additional progress in the administration's reorganization plan. As soon as the assistant superintendents are named, then the rest of the plan should follow at a much more rapid pace. Dr. Evans also advised the Task Force that the ADM count of students for State purposes is taken the first week of October. This count will also be the basis for the Taeuber Index calculations, and this should be available the first part of November.

Dr. Evans also said that he has a copy of an initial analysis of school desegregation costs in Cleveland which was ordered by the Court on September 1, 1987. Part II of this report might be of interest to the Task Force, and he will see that a copy is sent to the members along with the minutes.

Karla Irvine reported that a special report was given on transportation at the Coordinating Committee meeting in September, which she thought was very fascinating. One-half of our transportation dollars is being spent for alternative programs.

Duane Holm suggested that it might be a good idea to have Tom Mooney back to give a progress report on what the CFT has attempted to do to get teachers to send their children to Cincinnati Public Schools. It was decided that the Task Force would invite Mr. Mooney to the November meeting. Duane Holm will draft a letter to Mr. Mooney for the signature of the co-chairs.

Louise Spiegel stated that she is still trying to track down the computerized student data base which is suppose to pick out the at-risk students. She would like to know if anyone has any information as to what that system is suppose to do. Dr. Evans will check on this and report back at the next meeting.

Pat Johnson-Baker and Louise Spiegel reported that the Discipline subcommittee will be meeting on Thursday, and that there is nothing further to report at this time.

Duane Holm suggested that the Task Force should start thinking about what kind of statement they would like to make at the mid-point Court hearing. Since the Taeuber Index calculations are going to be available the first part of November, he thought the Task Force should begin this in December so we could be ready by January or February.

Since the first Monday in November will be the eve of election day, it was decided to have the next meeting a week later, November 9th, which is a holiday for some people.

The meeting was then adjourned.

The next Task Force meeting is scheduled for Monday, November 9, 1987, at 7:30 p.m. at the office of the Facilitator, 1212 Second National Bank Building, 830 Main Street, Cincinnati, Ohio.

APPENDIX L

Evaluation Branch

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER

October 5-9, 1987

CINCINNATI PUBLIC SCHOOLS

by: Joseph E. Timmons

November 1, 1987

Cincinnati Public Schools
Office of the Superintendent

INTRODUCTION

The pupil data in this report were collected from schools during the first full week in October 1987 (October 5-9). The number of pupils reported represent average daily membership for the five days in the first full week in October, and were reported to the State Department of Education as the official count of pupils for State Foundation purposes.

District wide the percentage of black students increased from 59.02% last year to 59.65% this year. The percentage of white students declined from 39.82% to 39.19%. The percentage of students of all other races was 1.17%, virtually unchanged from 1986-87.

In senior high schools there was little change in racial composition. The percentage of black students was 61.34% this year compared to 61.40% last year. In junior high/middle schools the percentage of blacks increased from 61.49% a year ago to 63.14% this year. This increase was partly the result of reclassifying CBA from a middle school to an elementary school. In elementary schools the percentage of black students increased from 57.79% to 58.74%.

Total school district membership increased by 71 students this year to 52,073 from 52,002 last year. The total membership of 52,073 was about 200 fewer than were projected. The increase of 71 pupils this year was considerably fewer than the increase of 544 in 1986-87 over the 1985-86 membership. There was actually a decline of 37 full time students this year. The overall increase is the result of an increase of 108 part-time vocational and Driver Education pupils.

Total district membership over the last four years has increased, but the trend has been erratic.

Year	Change from Previous Year
1984-85	+284
1985-86	- 70
1986-87	+544
1987-88	+ 71

This year senior high schools declined from 15,428 to 14,918, a drop of 510 pupils. Junior high/middle school membership declined from 6025 to 5594. However, this was because of the reclassification of CBA from a junior high school to an elementary school. Among elementary schools pupil membership increased from 29,806 to 30,691. After accounting for the reclassification of CBA the increase was only 405, which indicates a weakening of the upward trend in elementary school membership.

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN
OCTOBER, 1987 (October 5-9)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Senior High Schools													
Aiken	...	...	3	.20	1,066	69.63	460	30.05	2	.13	1,531	783	748
C.A.P.E.	...	...	1	.10	570	54.65	472	45.25	...	...	1,043	628	415
Hughes	...	...	1	.07	1,210	84.67	218	15.26	...	...	1,429	732	697
S.C.P.A.	1	.09	7	.62	496	44.21	614	54.72	4	.36	1,122	466	656
Taft	...	...	...	...	902	83.52	178	16.48	...	...	1,080	546	534
Walnut Hills	6	.27	60	2.71	704	31.77	1,432	64.62	14	.63	2,216	1,018	1,198
Western Hills	1	.04	17	.66	1,107	42.79	1,462	56.51	...	...	2,587	1,319	1,268
Withrow	5	.21	93	3.88	1,802	75.11	492	20.51	7	.29	2,399	1,205	1,194
Woodward	...	...	2	.13	1,294	85.64	211	13.96	4	.26	1,511	793	718
Total Senior High	13	.09	184	1.23	9,151	61.34	5,539	37.13	31	.21	14,918	7,490	7,428
Jr. High and Middle Schools													
Bloom	...	...	...	...	357	89.92	40	10.08	...	...	397	208	189
Crest Hills	...	...	1	.21	419	88.03	55	11.55	1	.21	476	265	211
Dater	...	...	1	.12	315	38.60	499	61.15	1	.12	816	393	423
Gamble	...	...	1	.17	381	64.58	208	35.25	...	...	590	298	292
Merry	...	...	...	...	538	94.06	34	5.94	...	...	572	341	231
Peoples	...	...	...	...	581	73.08	213	26.79	1	.13	795	403	392
Porter	...	...	...	...	153	58.62	108	41.38	...	...	261	143	118
Roberts	...	...	7	1.09	91	14.15	545	84.76	...	...	643	335	308
Schwab	...	...	1	.15	454	67.66	216	32.19	...	...	671	331	340
Shroder	2	.54	...	...	243	65.15	127	34.05	1	.27	373	181	192
Total Junior High & Middle Schools	2	.04	11	.20	3,532	63.14	2,045	36.56	4	.07	5,594	2,898	2,696

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1987 (October 5-9)

Elementary Schools

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Anderson Place	...	...	3	.41	460	62.42	271	36.77	3	.41	737	403	334
Bond Hill	...	...	...	...	457	94.62	25	5.18	1	.21	483	256	227
Bramble	...	...	...	...	285	73.64	102	26.36	...	...	387	195	192
Burton	...	...	2	.41	477	97.75	9	1.84	...	...	488	248	240
Carson	...	...	3	.54	14	2.52	537	96.76	1	.18	555	300	255
Carthage	...	...	1	.24	253	59.67	170	40.09	...	...	424	227	197
Central Fairmount	...	...	6	1.02	271	45.85	313	52.96	1	.17	591	300	291
Chase	...	...	3	.34	469	53.42	404	46.01	2	.23	878	444	434
Cheviot	...	...	3	.69	179	41.24	249	57.37	3	.69	434	212	222
C.A.P.E. Primary	...	...	...	...	280	56.91	211	42.89	1	.20	492	285	207
C.B.A./A.W.L.	...	...	50	7.68	363	55.76	231	35.48	7	1.08	651	315	336
Clifton	...	...	52	8.24	355	56.26	221	35.02	3	.48	631	299	332
College Hill	...	...	7	1.28	311	56.96	226	41.39	2	.37	546	268	278
Covedale	...	...	3	.46	155	23.56	500	75.99	...	...	658	342	316
Douglass	...	...	1	.16	465	73.69	164	25.99	1	.16	631	337	294
Eastern Hills	...	...	2	.28	402	55.37	321	44.21	1	.14	726	361	365
Fairview	...	...	9	1.48	293	48.27	303	49.92	2	.33	607	299	308
Hartwell	...	...	3	.57	282	53.51	238	45.51	4	.76	527	269	258
Hays	...	...	...	...	340	97.70	8	2.30	...	...	348	202	146
Heberle	...	...	38	6.18	439	71.38	138	22.44	...	...	615	340	275
Heinold	...	...	...	...	349	65.73	181	34.09	1	.19	531	279	252
Hoffman	...	...	...	...	327	99.70	1	.30	...	...	328	169	159
Hyde Park	...	...	3	.86	189	54.31	155	44.54	1	.29	348	206	142
Kilgour	...	...	4	.97	187	45.17	223	53.86	...	...	414	204	210
Kirby Road	...	...	1	.17	250	41.25	353	58.25	2	.33	606	318	288
Linwood	2	.63	3	.94	145	45.45	169	52.98	...	...	319	153	166
Losantiville	...	...	3	.91	203	61.33	125	37.76	...	...	331	190	141
McKinley	...	...	...	...	10	3.85	249	95.77	1	.38	260	146	114
Midway	...	...	4	.78	178	34.56	331	64.27	2	.39	515	270	245
Millvale	...	...	...	...	339	97.13	10	2.87	...	...	349	206	143
Mt. Airy	...	...	9	1.44	318	50.96	291	46.63	6	.96	624	342	282
Mt. Washington	...	...	3	.51	145	24.79	434	74.19	3	.51	585	255	330

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN
OCTOBER, 1987 (October 5-9)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
North Avondale	...	...	6	1.19	287	56.72	211	41.70	2	.40	506	252	254
North Fairmount	...	...	2	.48	303	72.84	111	26.68	...	...	416	228	188
Oyler	...	...	...	...	86	14.93	489	84.90	1	.17	576	291	285
Parham	...	...	...	...	442	90.39	47	9.61	...	...	489	270	219
Pleasant Hill	...	...	5	.81	472	76.87	137	22.31	...	...	614	300	314
Pleasant Ridge	...	...	4	.67	411	68.39	183	30.45	3	.50	601	311	290
P.S.A.E. (Schiel)	1	.26	12	3.08	223	57.33	153	39.33	...	...	389	162	227
Quebec Heights	...	...	5	.62	82	10.14	719	88.88	3	.37	809	416	393
Rockdale	...	...	...	...	651	97.46	17	2.54	...	...	668	342	326
Roll Hill	...	...	2	.46	263	60.46	170	39.08	...	...	435	217	218
Roosevelt	...	...	...	...	203	56.08	159	43.92	...	...	362	181	181
Roselawn/Condon	1	.14	9	1.27	454	63.94	245	34.51	1	.14	710	347	363
Rothenberg	...	...	...	...	425	91.01	42	8.99	...	...	467	245	222
Sands	...	...	4	.62	321	50.08	316	49.30	...	...	641	315	326
Sayler Park	...	...	...	...	46	8.57	490	91.25	1	.19	537	281	256
Silverton	...	...	1	.20	413	82.77	83	16.63	2	.40	499	244	255
South Avondale	...	...	...	...	436	99.77	1	.23	...	...	437	230	207
Swifton	...	...	2	.53	293	78.34	62	16.58	17	4.55	374	195	179
Wm. H. Taft	...	...	...	...	420	97.90	9	2.10	...	...	429	219	210
Vine	...	...	...	...	231	82.50	49	17.50	...	...	280	165	115
Washburn	...	...	...	...	564	99.47	3	.53	...	...	567	292	275
Washington Park	...	...	1	.17	506	87.09	74	12.74	...	...	581	299	282
Westwood	...	...	4	.66	148	24.26	458	75.08	...	...	610	334	276
Whittier	...	...	...	...	82	10.93	668	89.07	...	...	750	371	379
Windsor	...	...	...	...	356	97.80	8	2.20	...	...	364	190	174
Winton Place	...	...	...	...	505	91.65	46	8.35	...	...	551	301	250
Woodford	...	...	6	1.45	217	52.42	191	46.14	...	...	414	219	195
Total Elementary	4	.01	279	.91	18,030	58.74	12,304	40.08	78	.25	30,695	15,857	14,838

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1987 (October 5-9)

School	American Indian	%	Asian	%	Black	%	White	%	Hispanic	%	TOTAL	Male	Female
Special Schools													
Allen House	...	...	...	...	6	100.00	...	...	...	...	6	2	4
Children's Psych Ctr.	...	...	...	...	8	36.36	14	63.64	...	...	22	17	5
Guilford	...	...	...	...	58	54.72	48	45.28	...	...	106	67	39
Hillcrest	...	...	...	...	82	60.29	54	39.71	...	...	136	111	25
Juv. Court Ctr.	...	...	...	...	43	49.43	44	50.57	...	...	87	60	27
Altercrest	...	...	...	...	4	50.00	4	50.00	...	...	8	8	...
Children's Home	...	...	...	...	10	31.25	22	68.75	...	...	32	23	9
C.C.D.D.	...	...	...	...	4	66.67	2	33.33	...	...	6	6	...
Talbert House	...	...	...	...	1	9.09	10	90.91	...	...	11	11	...
McMillan Center	...	...	...	...	76	69.72	33	30.28	...	...	109	65	44
Hospitals	...	...	...	...	12	13.04	80	86.96	...	...	92	46	46
Total Special Schools	...	...	...	...	304	49.43	311	50.57	...	...	615	416	199
Part Time Vocational/ Driver Education/ JVS FTE	...	...	1	.39	47	18.43	207	81.81	...	...	255	69	186
DISTRICT TOTAL	19	.04	475	.91	31,064	59.65	20,406	39.19	113	.22	52,077	26,730	25,347

Evaluation Branch
Administrative Research
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